JUN 25 192

"Minneapolis Special"

Journal of EDUCATION

BOSTON, MASS.
Vol. CVII, No. 26

June 25, 1928

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NEW YORK NEWARK BOSTON CHICAGO SAN FRANCISCO

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

Editorials

Keeping Out and Letting In

THE real crisis in higher education was started by Frank D. Boynton at Dallas in February, 1927, and at Boston in February, 1928, when he made a brilliant touchdown.

The only real issue is whether it is more glorious to keep youth out of college or to let them in.

This raises the question whether the purpose of higher education is to select youth who don't need it or discover youth who will greatly profit by it.

Tests and measurements seem to prove that gifted children and youth survive from the elementary school to the school of law, medicine or other professions, regardless of methods and teachers, while non-gifted children depend largely, if not entirely, upon methods and teachers.

If there is any reliance to be put upon the results of these tests and measurements there would seem to be some virtue in Superintendent Boynton's suggestion that there should be some higher institutional provision for exposing the non-gifted youth to something "up there" which would do as much for them as was done by Angelo Patri when he rescued the worst district "up town," and made himself famous and wealthy, and at the same time glorified that region.

It is a tragedy to have teachers-in-service or teachers in training for service think they are in the presence of great educational mountains created through geological ages when they are merely among ant-hills made from grains of sand piled up by skilfully trained theorists.

Current Educational History

IT IS AMUSING to one who has known American education for more than sixty years to see how much more interest there is in researching about what researchers cannot know than in searching about what they might easily know.

There has never been anything more interesting in American education than the current history of the creation of a graduate degree of "Master in Education."

By far the most illuminating address we heard at the Boston meeting in February was that of Dean Holmes of Harvard Graduate School at the State Teachers College banquet, in which he frankly told why the School of Education resorted to the Graduate School with a Master degree in education as the solution of a vexing problem of the School of Liberal Arts.

The sequel adds much illumination. In 1925 President Wilbur of Stanford University advised the School of Education to create a Graduate School leading to a Master of Education degree. Why?

The School of Education faculty declined to act upon President Wilbur's advice. Why?

In 1928 the faculty of the School of Education enthusiastically and proudly accepted the advice given by President Wilbur in 1925. Why?

An intelligent frank answer to those three questions is more important than all the educational researching possible.

Alice Barrows says Vocational Guidance should mean guidance for training and not guidance for jobs.

Education Statistics

WHY are United States education statistics since 1920 of more importance than United States education statistics prior to 1900?

There is nothing more tragic than the mischievous, often malicious, use of pretended statistics of United States education of the nineteenth century.

Searching for truth in the statistics of education in the United States since 1920 is infinitely more important than writing about what statistics did not reveal prior to 1900.

Much of the statistical nonsense of the nineteenth century is either low comedy or high tragedy.

Cannot we have some sane searching?

A great advance was made in education the moment teachers began to lead the child from where he was, not from where he wasn't.

The Teacher's Health

THE Health Crusade for children is beginning to be recognized as one of the vital functions of the school, but a Health Crusade for teachers has scarcely been started.

There are several reasons why there should be a health crusade for teachers. A teacher may lose much efficiency because of being physically below par. If a nation's credit is below par its money is at a discount. It is equally true that class work of children cannot be at par if the teacher's health is at a discount.

A teacher's temperament is a vital factor in the matter of efficiency. It is practically impossible for a teacher to be at par in temperament if below par physically.

Physical buoyancy is as vital to a teacher's usefulness as a bank's readiness to loan money is to the buoyancy of the stock market.

If there is a school physician he should be required to report on the health of the teacher and the probable effect of her health upon her efficiency. In no other employment does efficiency depend upon buoyant health as much as in teaching.

If a pupil neglects fresh air, attention to vitamines and physical exercise and mental rest and recreation he alone suffers, but if the teacher neglects any of these things the entire class suffers. It is vastly more important for the teacher to score high on all of these points than for a pupil. A teacher should say: "Do as I do," instead of saying: "Do as I tell you to do."

The Lions "Code of Ethics" is: "Be careful of criticism but liberal with praise. Build up, don't tear down. Create, don't destroy."

Social Troubles

THE social troubles of the city high schools are more and more disastrous. Every year these troubles increase until in 1927-28 they have been calamities in several cities. There seems to be no specific remedy.

We give the facts with which we are familiar. In a city of 300,000 population there had been excitement about dancing by high school students, and the superintendent lost his position because of his stand on the question.

His successor, and the Board of Education, asked all parents of the senior class by circular letter whether or not they favored a dance in commencement week in the high school with the best possible supervision. Only five per cent. of seniors objected to this. But these five telephoned every one in the city, regardless of whether they were a parent of a senior, or of any other high school student, and had these persons telephone every member of the Board of Education, the superintendent and the principal of the high school, protesting against this dance by the senior class.

They urged all of these persons to write to the local papers emphasizing their protest. Ridiculous as it was, despite the disgust of the seniors and their families, these five persons stirred up such a noise that it was wise to omit this feature of graduation week.

There have been some calamitous, even tragic, social disasters in the year 1927-28, which makes one uncertain what it is wise to do about social situations in high schools. It is sometimes at best a serious feature of high school administration.

Individual Instruction

WE WENT to school when individual instruction had been glorified for two and a half centuries. We taught a country school, a city school, and taught in a State Normal School when the greatest possible achievement was to substitute graded class work for traditional individual instruction.

Until we were thirty years of age in every educational convention the favorite speeches attacked the evils of individual instruction on the one side and magnified class instruction on the other side.

We remember the great discussion by William T. Harris and Emerson E. White in the meeting of the National Education Association in 1872. Dr. Harris favored the graded system, but admitted its weakness. Dr. Harris said: "The lesson is too short for some and too long for others. The best pupils in the class are not tried to the full extent of their ability, and consequently they lose, in some degree, the mental discipline they should gain.

"The poorest pupils of the class are strained to the utmost. They are *dragged,* as it were, over the ground without having time to digest the work as they should. The result is that the overworked pupils are frequently discouraged, and drop out of the class, and likely enough out of school altogether. . . . All the pupils in the grade must be in the same degree of advancement at about the same time. . . . The effect of this is *frightful* as a cause of early withdrawal from school."

This was in an argument that there was no hope of educational progress *until the graded system with its class recitation should supplant individual instruction.*

It is not easy to prevent a smile as we hear the same things being said fifty-five years later by those who think they have really made a discovery. It is probably unfortunate that any one who heard these statements nearly sixty years ago is alive to hear them today.

Making Educational History

By A. E. WINSHIP

THE reliable intelligence test of professional students of education is their appreciation of educational crises such as the one America is now enjoying.

Henry Ford says that the United States is the biggest job in the world and that its greatness has been achieved since 1920.

It is certainly true that American education is the greatest civic, industrial, social and moral force in the world, and this achievement has been chiefly since 1920.

Julius Rosenwald has created a fund of twenty million dollars to be invested in American institutions and activities for human betterment, and he stipulates that every dollar of these millions, principal and interest, shall be invested before 1950—1953 to be exact. The educational opportunities are ripe. They must be harvested and marketed before 1950. *Start immediately.*

Any intelligent student of education knows that there has been greater American educational achievement since 1920 than there was between 1787 and 1837; than there was between 1845 and 1875; than there was between 1895 and 1915.

There have been nobler educational achievements in creating public sentiment for better education, in creating remarkable educational administrative county and city organizations, in scientific methods of attaining magical results through subject methods, in lengthening human life and making human life more enjoyable and more profitable, in transforming all the races and foreign peoples into the best of Americans, in vitalizing communities, physically and civically, in making adults literate and in establishing educational conditions that will make the United States ultimately a crimeless nation.

We fully realize how hazardous it is to say this, for we know that these are the very things that educational traditionalists do not want achieved. There are " bears " in the educational stock market who are losers when educational achievements prosper. Their only hope of personal and professional profit is in the collapse of educational achievement.

Never before have we dared speak the whole truth, but we have come into ultimate personal contact with notable educational achievement, especially within the last two years, and we have known more wonderful accomplishments from the first days in school to the last hours of graduate work in universities within the past two years than we have seen before in sixty-two years of educational experience and observation.

There is no word of prophecy in this. For more than thirty years we have never prophesied anything in education and we have never had occasion to regret any statement we have made about educational achievements, and we are certain that in these heroic revelations of the present achievements there is nothing that my friends will have occasion to regret my saying.

It would be perfectly easy to meet any challenge of any one of these statements, but there is no " foundation " or organization that seems to desire that kind of demonstration, so we must be content to ask that our readers will remember that we said this in the Convention Number of the National Education Association of 1928, and when everything here said is universally achieved, give the *Journal of Education* and its editor-in-chief credit for seeing it in its infancy.

This teaching of ideals is by its nature spontaneous and unstudied. And it has had to be sincere. The public school teacher cannot live apart; he cannot separate his teaching from his daily walk and conversation. He lives among his pupils during school hours, and among them and their parents all the time. He is peculiarly a public character under the most searching scrutiny of watchful and critical eyes. His life is an open book. His habits are known to all. His office, like that of a minister of religion, demands of him an exceptional standard of conduct. And how rarely does a teacher fall below that standard! How seldom does a teacher figure in a sensational headline in a newspaper! It is truly remarkable, I think, that so vast an army of people—approximately eight hundred thousand—so uniformly meets its obligations, so effectively does its job, so decently behaves itself, as to be almost utterly inconspicuous in a sensation-loving country. It implies a wealth of character, of tact, of patience, of quiet competence, to achieve such a record as that.—Herbert Hoover.

Belding's Page

THAT CRAMMING

ONE of the greatest evils to be found in colleges is the practice known as "cramming." Final examinations have to be faced. The student knows that he must pass the written tests in order to complete the course and obtain credit. And he is unable to recollect, without reviewing the subject matter of the course, the data essential to passing the impending tests.

So he crams. The process is like that of bolting one's food. It produces indigestion. Facts stuffed into the brain in this manner do not remain after the ordeal is over. Undergraduates are aware of this. They know, also, that the toil of cramming is odious; physically tiring; resulting often in a state bordering upon nervous collapse. Many of them make the mistake of sticking at the task so long they become hopelessly dazed. They go about the campus mumbling to themselves.

What, in the name of humanity and commonsense, are the colleges going to do about this "cramming" custom?

They could reduce the potency of final examinations in grading the work of the term or year. They could reserve time for reviews under faculty guidance, as is done in the best secondary schools. The cramming evil can be corrected whenever there is the will to do it.

BOOKS FOR SAILORS

ONE of the worthwhile movements of our time is that to supply books to sailors. Few classes of men have such opportunities of improving their minds and cultivating a taste for good reading as have the men of the seas. Nor have they all been neglectful of their chances in this respect. One seaman who rose from the ranks to offices of high responsibility, a generation ago, had carefully read through all the volumes of an encyclopedia during a long cruise taken in his youth. His conversation was that of an educated man, though his actual schooling on land had been extremely meagre.

The Seafarers' Education Service of London reports encouraging progress in equipping ocean vessels of all sorts with libraries. Liners, tankers and tramps are included. Over thirty ship companies are co-operating. Reading rooms stored with books are provided for sailors at various port cities. A consulting service has even been set up, so that sailors may submit queries and obtain advice upon such matters as the education of their children.

This British educational movement has its American counterpart in the efforts of the American Library Association and other agencies. The sailors show a surprising interest in technical books and the better grades of fiction and biography.

Healthy, growing minds are needful on shipboard as everywhere else. No men or women anywhere should be denied the privileges of enlightenment which can be theirs in books.

ONE-WAY CO-OPERATION

ORGANIZATIONS which seek the co-operation of the schools often fail to respect rights and responsibilities of the schools. There are some excellent societies, ministering to the development of boys and girls in many ways, which do not hesitate to make appointments for their young charges at times which interfere with school duties. We have known juvenile conferences of a religious nature to be held on school days, thus subjecting young folks to an unwarranted conflict of duties. Let one of these "co-operating" agencies decide upon some project, such as a play or entertainment, and time is demanded for rehearsals that belongs to school work. Children are frequently taken away from helping their own mothers to learn how to set dinner tables and play at hostess. Few leaders of these juvenile groups ever stop to think that teachers and principals have asked pupils to stay at home four evenings a week to study and be in fit condition for their classroom tasks. If there is to be an exhibit or a show under the auspices of one of these outside groups, nine out of ten times it will be scheduled for an evening which school regulations have made taboo.

But a principal who refuses to "co-operate" is regarded as a crank.

SCHOOL EXHIBITS

SCHOOL exhibits are among the best devices for bringing a community into contact with its schools. Fathers and mothers who never enter the building at any other time, will consent to visit it when the work of their own children is on display.

Certain teachers have an advantage over their colleagues on such an occasion. Hand work can be much more easily shown than head work. In fact, the visitor can never be sure that the specimens of head work which he sees are done by the pupils. Many of the articles made by the boys and girls are splendid examples of workmanship, and often of creative and artistic ability. The courses in manual training and domestic arts have become an accepted part of the curriculum. The pity of it is that the introduction of these courses was so long deferred.

Anson W. Belding

Associate Editor.

Do You Know Your Pupils?

By ARTHUR DEAN

"WHAT an absurd question! Of course I know them. I have their names and addresses, the names of their parents, father's occupation, results of a mental test, their height and weight, hearing, heart and sight tests, condition of their teeth, reading quotient, color of hair, and school subject records from the day they entered school to the moment they came into my room. Besides I have their deportment, tardiness, and absence records. I either keep in my room or on file at the principal's office data enough on the children to sink a ship. What more do you want? A pupil cannot sneeze without having some one in authority demand that I record it."

Bless my soul, my dear teacher, you quite overcome me.

"Don't know," replied the B. B. B. Man, "never have time to find out. Takes all our time to keep the cards filled in and filed."

Your school records must be perfectly lovely. Like fleas on a dog they give you work. It is bad for any of us, you know, to have time to sit down and think. We might end up by just sitting. These records provide civil service employment for worthy souls in local, state and national offices. Compiled they give work for public printers, and when bound increase the demand for steel shelving and cases. From a little card a sturdy steel case may grow and even a whole forest.

But records have a real value to teachers. Filed they are dumb. In the hands of the teacher they may be alive. Now records mean well. The

"The one factor which is going to keep the educational factory humanized will be the classroom teacher. I see no hope in the sad and tense-minded experts who see children only that they may make curves. I see no hope for children in those principals who show visitors the wonderful gymnasiums, glory in the cubic feet of fresh air entering the auditorium, brag about the size of the school, exhibit the array of filing cabinets and look upon the children as so many I. Q.'s that must be P. D. Q.'d into their proper places. I see no hope in those florid and prosperous looking superintendents who see education in terms of blue prints, appropriation and Big Business."

I have often wondered when America is dug up, as it surely will be some day, by some still Newer World archaeologist in some century yet to come, what he will think as his pick strikes against some well-preserved metallic boxes, and upon opening them will discover billions of cards. The hours spent in deciphering and translating them will disclose that America of ancient times ruled its industries, schools, and government by a most ingenious device called the "Card Index System."

I can well imagine the proceedings of the following meeting of the International Society of Archaeologists reading: "The decay of what was once evidently a wonderful civilization was hastened undoubtedly by over-indulgence in record keeping." Thereupon to the Ph.D.'s of that time will be assigned the subject, "The Causes Which Led Up to the Great Tragedy of the Filing Cabinet Civilization."

You recall the story of the big busy business man who was sold a card system to run the business for him. When the agent called six months later with the question: "Does it work?" the reply came: "Work? Work? Never saw anything like it. Works perfectly!"

"By the way, how's business?" asked the agent.

trouble with every large organization, whether educational or industrial, is that the system becomes more precious than the individual and the manager loves the system more than the individual for which the system was devised.

Use the cards to help you understand the children in your charge. Remember the classroom teacher is the most important person in the school system and that researchers, psychologists, filing clerks, principals and superintendents *are only adjuncts*. They are the side shows. You are the main ring. The recording cards can help you. Take for example:—

Henry doesn't seem to understand your question. He stares at you. Finally he "seems to get you." You ask yourself: "What's the trouble?" and then say: "Oh, the boy is just a plain fool, that's all." Now, are you sure about it? Just go to records and you may find "hard of hearing."

"Susan makes up faces at me when I look at her." Sure about it? Go to records and you may find something about eye squint or maladjustment of focus.

Bill shows lack of initiative, will do anything when everybody is doing the same thing. No independence of judgment. Sure about it? Go to

records and you may find: "Attended in early years orphan asylum."

Helen seems temperamental and easily fagged. "Up and down," you say. Sure about it? Go to record and you may be surprised at her heart report.

And so I might go on showing how school records may be used by you to head off trouble, and not merely filed in principal's offices to be used only when positive trouble arrives between you, the pupil and the parent. Just as I study a magazine before submitting a story to it in order to find the type of story it used, so I would study the forty odd cards of my pupils before I started teaching them.

At same time remember there are things which are never recorded on cards, and if they ever get so recorded there will be nothing for you to do except call yourself a machine hand in a Ford Educational Plant. System has made wonderful Model T's in a factory, but it will be a sad world when all people are tin-lizzies. Take for example:—

The boy is very sleepy in the first recitation of the day. "Wake up, redhead; this is algebra hour and not bed time." Sure about it? Find out, as I did once, that he had been since 4 a.m. delivering milk, and that while I was snoozing peacefully he was out in the cold without breakfast.

The girl is grouchy. "That girl is impossible. She comes to school with a daily sorehead. I can't do anything with her." Sure about it? Some day very tactfully and understandingly talk with her and see how she bursts into tears and says: "Nobody loves me. I hate everybody and everything," and perhaps you'll find that she has a stepfather and a life of hades generally.

The boy doesn't concentrate. That is, he does not concentrate on your classroom work. His mind wanders. He is always making sketches when you are not looking. Always looking out of the windows towards the fields. Oh, how sure you are of his non-concentration! You may find that he is the most concentrated youngster in the class. *He is concentrated on some one thing outside of school.* What is it? It is lots of fun to find out. Louis Fuertes was this type. His "lack of concentration" nearly drove his father crazy. He wanted him to become a famous engineer, and "all that boy can and will do is to lie under the trees and listen to birds sing." Frederick Remington couldn't concentrate on geography. If only his teacher could now resurrect that geography with its marginal drawings of cowboys, steers, and western plains!

The girl dreams. Her mind is not on her work. She looks out of the window and sighs. She's either writing notes or surreptitiously receiving them. "She's bad," you say, "thoroughly bad. Why, I even caught her reading a cheap sexy magazine." Sure you know? Look into her starved emotional life. No record that she belongs to the Scouts. No attempt to sublimate her natural instincts by redirection. She hears cheap talk at home. The family table has only the cheapest of magazines. It is much more important that she be helped to solve the problem than an "original" in geometry (and confidentially much harder).

The boy is physically handicapped. Infantile paralysis has left its burden. You are sympathetic and show him every attention to lessen it. He does not respond. "Grouchy," you say, "as are all these handicapped people. Do anything for them and they act as though they were hurt. Anyhow he never can amount to much." Sure you know? Do you realize that he wants you to treat him just as you do everybody else? He wants no feeling of condescension on your part. Can he amount to anything? Steinmetz was one of our greatest mathematical electrical engineers. A famous editor can hardly see over the top of his desk. A young man without eyes and without hands passes bar examinations. An armless girl graduates from a California University with honors, and eats with her toes holding a knife and fork.

The girl does not attend social functions, saying: "I don't dance and I don't care for parties." She eats her lunch alone and never patronizes the school cafeteria. If you should walk toward her when eating from her box she acts embarrassed and attempts to hide the contents. "Queer sort of girl," you say, "there's something wrong with her. She's quite impossible." Sure about it? Perhaps you are quite impossible in that you know nothing about her home life, the poverty of the family or the indifference of the father. The starvation in that lunch box is nothing as compared with the starvation of that poor girl's soul. These facts are not on the record card.

The boy fails in his composition. "Never could write if I would and never would write if I could," he mutters when bawled out for not handing in a theme on "Describe the Emotions of the Pussy Cat When Chased by a Dog." No doubt he is a dumb-bell. "Well, anybody," you say, "could write two hundred words on the feelings of a hard-pushed cat if they were so-minded. Put yourself in the place of the cat." Sure about that? Somewhere or somehow he may have a hitch in him that keeps him from being "so-minded." I knew of a boy who couldn't write a two-hundred word theme "on any subject" to save his sweet life; who always nearly flunked or barely passed his English, high school and college, and would have failed for the rest of his days except that by the merest of good fortune his teacher, the renowned Professor ——, who wrote many "Rhetorics," departed for new fields of torture and a green young teacher substituted for a month.

Robert Herrick—just out of Harvard—at least knew one pupil and instantly the boy became "so-minded." How? That's the secret which is behind every teacher who succeeds in getting the mule to drink at the trough.

The girl is risking her reputation. She pets, smokes, and takes a nip from a hip flask. "Apparently her influence on the rest of the school is bad," you say, "she'll come to a bad ending." Sure you know? And if you know so much what are you doing about it? You will not find it on the school record filed in the general office. Slowly but surely it is being recorded in red ink on her own spirit. Of course you say: "Go to the rest room and wash off the paint. No decent girl will wear skirts six inches above the knees and you ought to be ashamed of yourself." But that's not knowing your pupil, Miss Grumpy or Mrs. Grundy. To steer a girl in expressing good taste and to explain away the fact (if you can, God bless you) that while "society women" may be photogravured in Sunday supplements with cigarettes drooling from their lips, dressed in the "height" of fashion and lopping over sideways as Exhibit A of the smart set, it is not proper for "nice girls" to behave this way. A teacher who knows her girl will find, hard though it may be, a way to redirect that wish, dear to every feminine heart, to be attractive.

And so one might go on showing by the case method that the formal school record card tells only what the eyes are like and nothing of what they see; records only the I. Q. of what the pupil knows of traditional things and nothing of his potentialities in the world of initiative, imagination, art, music, or even clog dancing; reports the degree of hearing of his ears and ignores what those ears hear at home or in the street; states the poor marks he has received because of a lack of mental cleverness in memorizing and glib repeating and nothing of those skills useful in business, industry, craftsmanship, the stage, the air or literature.

The one factor which is going to keep the educational factory humanized will be the classroom teacher. I see no hope in the sad and tense-minded experts who see children only that they may make curves. I see no hope for children in those principals who show visitors the wonderful gymnasium, glory in the cubic feet of fresh air entering the auditorium, brag about the size of school, exhibit the array of filing cabinets, and look upon the children as so many I. Q.'s that must be P. D. Q.'d into their proper places. I see no hope in those florid and prosperous-looking superintendents who see education in terms of blue prints, appropriation and big business.

I'd have given the world if at the National Education mutual admiration society meeting recently held in Boston, Massachusetts, Harris, Carroll, Search, Soldan, Balliet, Parker, Maxwell, Gorton, Ella Flagg Young, Eliot, Tucker, Hyde, and so on up and down the line, could have stepped into the general meetings with a "burning issue," or, God forgive us, with even nothing more than a "fad." We're intoxicated with intelligence tests, damned with definitions, strangled with statistics, and deadened with education dollar signs.

Behind the two very necessary and desirable pedagogical *adjuncts* (the researchers and the administrators) *to the classroom teacher* there is often hidden somebody of very great importance. The buildings are built to house him. Teachers are engaged to teach him. Salaries are paid that we may know him. Courses are given that he may discover himself.

Behind the blue print, back of the appropriation, beyond the mathematical curve there is this somebody we must write, talk, study, and know more about.

And that somebody is THE PUPIL.

Examples Always Clear

(Author Unknown)

I'd rather see a sermon than hear one any day.
I'd rather one would walk with me than merely tell the way.

The eye's a better pupil and more willing than the ear.
Fine counsel is confusing, but example's always clear.

The best of all preachers are the men who live their creeds,
For to see good put in action is what everybody needs.

I soon can learn to do it, if you'll let me see it done.
I can watch your hands in action, but your tongue too fast may run.

The lectures you deliver may be very wise and true,
But I'd rather get my lessons by observing what to do.

I may not understand the high advice you like to give,
But there's no misunderstanding how you act and how you live.

The Poor Delegator

By KATE TERRY

FOUR irrepressible "Freshie" girls were gaily bunking where two had been quartered before, to make room, as they said, for some "1912 aluminums." While they were speculating on how it would feel to be coming back to College, and wondering how one could possibly remember anything which had happened *fifteen years* before, the "grads" were, in their own way, enjoying themselves as much as the "babes."

Miss Perkins was once more "Perkie." Miss Camille Arnold again heard the "Ca'm" which her non-excitable nature had earned her, and Mrs. John Britton was shorn of her name and title, and responded, as of yore, to "Billy," a name supposed to have had some mysterious connection with her fondness for Shakespeare.

Billy had been parading her formal photographs and her snapshots. Perkie and Ca'm had enthusiastically admired them all—the babies, the home, the car, and even the husband.

"Now tell me all about yourselves," she said, returning the pictures to her bag. "You're both in Harrisburg? How lovely! And each of you principal of a ward building? Truly I am honored."

She gathered two or three cushions about her and nestled down with little comfort-seeking burrowings.

"Still the luxury-loving pussy-cat," laughed Perkie.

"Well, I want the *whole* story. Why be miserable while I give ear?" she countered. "Begin! At once! What kind of superintendent have you? Who is he?"

"Mr. Crane—J. C. Crane. He's a fine man," answered Ca'm.

"Oh, he is?" said Mrs. Britton, her quick eye catching up first one and then the other.

"What's the matter with him? A back number?"

"Indeed, no! He's as modern——"

"Bighead?"

"No!" indignantly. "He's too modest for——."

"Crab?"

"He's a gentleman, I tell you!"

"Sluffer?"

"*No! No! No!* Billy Britton, what in the world ails you?"

"What *I* want to know," broke in Perkie, "is what has become of our Shakespeare devotee? Has John Britton corrupted your English like that?"

"Not at all, not at all. Shakespeare used the vernacular whenever he saw fit, and so do I. *I* want to know—*immediately*—why Perkie stiffened when I asked about Mr. Crane. Something's wrong with him. What is it? Out with it now!"

"She's of age, ask her," chuckled Miss Arnold.

"Yes, I'm of age, and seeing I'm not in Harrisburg, I'll tell," said Perkie, straightening her slender form in her chair, and with a look of determination on her face that any eighth grader would have understood at a glance.

"He's all the good things Ca'm says and more, but he's not going to rise much higher than he is now. He has practically all the requirements for a great schoolman except one, but that's enough to thwart all the rest. He is a miserably poor delegator!"

"'Delegator'? I don't seem to recall that word. Your own coinage?"

"Yes," smiling grimly. "'Shakespeare coined a word whenever he saw fit, and so do I.'"

Ca'm and Billy instantly curved the first two fingers of each hand into quotation marks, and laughed with delight at the revival of their old college custom.

"And what is a delegator? Anything like a delegate?'

"It's in Webster all right, I guess, but here's the application."

Miss Arnold, looking a trifle bored, rose and began a close study of her "permanent" in the rather inadequate mirror. Miss Perkins went on somewhat didactically.

"A superintendent cannot be everywhere and do everything—although a small man tries to. He must, of necessity, delegate some of his tasks, some of his authority to others. A big man delegates and goes about his own work, demanding an accounting occasionally, and holding the *delegatee* responsible for results.

"Mr. Crane has to delegate tasks and authority, but you never know when he's going to jerk them back. He'll give you a plank to stand on, and then pull it from under you without warning."

"'You interest me strangely,'" mocked Mrs. Britton. "Could you drop oratory for details?"

Miss Arnold brought out her water wave combs, and began setting them in place—as one who is entirely uninterested in her surroundings.

"Well, how's this one?" said Miss Perkins. "One of the teachers in Whittier School objected to remaining on duty in the building during the noon hour, a task at which we each take our turn. Mr. Crane had approved the schedule I had made; so I thought I could depend upon him. I told her gently that none of us enjoyed it, but it seemed necessary, and we were sharing alike in it.

"'I'm going to see Mr. Crane,' she said stubbornly, 'and I'm not going to do it.'

"Presently she came back, walking on air, swept me a laughing curtsey, and said: 'I don't h-a-v-e to stay noons!'"

"And that's your fine man?" blazed Billy, coming bolt upright at a bound.

"What did you say? How had she done it?"

"I said: 'Very well,' crossed her name off the schedule, put my own in its place, and never mentioned it again. I never found out how she worked it. No, Billy, it wasn't charm or a pretty face—she's not at all attractive. I suppose she told him about some other extra duties she had—we each have several—and made him think she had an unfair load."

"But he should have talked it over with you first," stormed Billy, "and found out! And then to let *her* take the message!" and she hammered the cushion in her displeasure.

"Well, it's characteristic. He can't keep his fingers off, just as I told you. And here's another instance. There is a teacher at Whittier that is pining for my job, and she isn't above trying to make my work look weak. Mr. Crane knows it perfectly well. In fact, he himself has told me of some of her underhanded attacks on me. She's a trouble maker, and has caused him grief more than once.

"Well, she was in his office one day, and when she left he sent me word—by *her!*—of something he wanted done. Not a note, mind you, but an oral message! If you could have seen the air with which she gave me my orders! I merely said: 'Thank you, Miss Birch; I'll see to it.' But you'd best not ask me what I said after I closed my office door! I was angry enough to bite nails!" Her voice sounded as though she were in the same frame of mind once more. But if her eyes blazed, Billy's were still more heated.

"Well, that was plain dumb tactlessness, Perkie. That wasn't delegating."

"Yes, it was, Billy. He merely failed to realize that that was a poor time to do it. And those two are just samples. I tell you it makes me *rage,* and I'm afraid some day I'll say things *before* I get my door closed! I've just *ached* to tell him a few things!"

"How about you, Ca'm? Do you get in on any of this?" Mrs. Britton demanded of Miss Arnold.

"Oh, yes," casually, "I get mine, too." Characteristically, Miss Arnold seemed only mildly interested.

"For instance, one day he sent me a note, announcing shortened periods in the afternoon, and saying that we would close a half-hour earlier on account of a civic parade. I passed the word around among the teachers, and rested easy. Just before school opened, a small boy said to me: 'We're going to get out an hour early today, ain't we, Miss Arnold?'

"'Just a half-hour, Lester!'

"'No'm, I heard Mr. Crane tell Miss Seeley we'd get out an hour early.'

"So I nearly slid down the bannisters to get to the telephone before 1.05. Sure enough, he had changed his mind, and notified—not his principal, but one of the teachers. I wrote out a statement of the new decision, sent a boy with it from teacher to teacher, and, at the risk of developing athlete's heart, got back in time to announce it quietly to the students. I 'saved my face' with the pupils, but it didn't make for my serenity."

Perkie chuckled at the picture of Camille plunging to and fro in a violent attempt to remain the *calm* mistress of the situation. Mrs. Britton was not past seeing the humor of it, but was too stirred to do more than smile a little.

"Well, tell me, is this merely an accumulation of small forgetfulnesses, or is something radically wrong with the man?"

"I'll tell you another happening, Billy. Then, maybe, you can see. A group of my pupils went A. W. O. L., thinking school was so nearly out that they couldn't be punished. Mr. Crane asked me what I was planning to do about it. Ordinarily he would have given me instructions, but this was an awkward case to handle, and he hates to act in a situation like that; so he asked me. I happen to know that he thinks his principals do not relieve him of as much responsibility as he'd like; so I took courage and told him the penalty I thought might be legitimately assigned.

"He demurred at first (he always does at any of our suggestions), but finally said he guessed it was all right, and, anyway, it was up to me. Later, when I came to check up I found that not all the delinquents had complied with my requirements. Investigation showed that they had dealt directly with him—they know his weakness, even if he doesn't—and he had already settled their cases—giving them merely a warning never to do such a thing again!"

She was through primping now, and had settled herself comfortably in a rocking chair, with her manicure set, and swayed and buffed contentedly.

Billy, though, was highly incensed.

"But, Ca'm Arnold, he was clear out of his *rights!* It was none of his affair! He should have sent them to you, and refused to mix in the matter at all!"

"Yes, honey, you know it, and I know it, and Perkie knows it, but he hasn't ever dreamed of it yet."

"But—my stars! Hasn't he any confidence in his principals? How can be expect loyal co-operation from you after such humiliations? How can you have any feeling of dignity or take proper pride in your work if he doesn't respect your positions any more than that?"

"We don't," interrupted Perkie. "That's why I rave and tear my hair."

"Well, but, Ca'm, how can you take it so quietly?" stormed Billy.

"Because, beloved, I am teaching school as a

business and not for pleasure. Also, I am ambitious. Therefore, I have no nerve energy to burn. I need it all in my business.

"Besides, Harrisburg isn't all the world. I plan to leave before long. I want to work under a bigger man, where I shall have a chance to grow. Even an oak wouldn't grow large if it were pulled up every few weeks.

"I suppose you're right. But, truly, Ca'm, somebody ought to tell him. I don't care how fine you say he is in some ways, he'll never get far making breaks like that. He's getting along in Harrisburg only because you two are such loyal angels! If you just showed him how such things make a principal feel—so unsupported, so cheapened—why, he'd see his mistake and correct it!"

"Ye-es, he might cure himself of his fault if he knew he had it, but who's to tell him? If Perkie did—well, you know Perkie," casting a teasing smile at her friend, "she'd do a complete piece of work, and feel better after she'd done it. But I doubt if he'd ever know what it had all been about."

Billy and Perkie joined in a flash of amusement at the picture of Perkie's tempestuous attack, and Ca'm went on placidly.

"And he'd tell any superintendent who was thinking of adding her to his system—'A fine teacher, well trained, plenty of experience, but of difficult temper,' and there'd go Perkie! You know how any man would receive that statement."

"Well, then, why don't *you* do it?"

"Because I believe his case is hopeless. He'd only think, 'Women are such fussers about trifles,' and always after that he'd have a bad taste in his mouth whenever he thought about me. No, I'm not going to interfere. He isn't my life and my fate. He's merely temporarily my superintendent."

And then she added mischievously: "Now if I were tied to him as you are to John Britton, it would be different."

But Elsie refused to rise to this bait.

"Sure enough, you can leave whenever you like." She gazed intently at the design in the rug for a few moments while a new sympathy rose within her.

"I'm thinking of *Mrs.* Crane. She probably doesn't know these things, and so she'll never understand why he falls short of the success that seemed sure to be his. . . . And he, poor man, won't understand it any better."

"'The fault, dear Brutus,'" began Perkie, and they finished the quotation in unison,

"'is not in our stars,
But in ourselves, that we are underlings.'"

"Poor, poor delegator!" murmured Elsie sympathetically, a few minutes later. "If some wholly detached angel could tell us our faults, do you suppose it would help?"

"I doubt it," said Ca'm.

"I wish he'd try," sighed Perkie.

The Mind and Its Mysteries

By DR. WILLIAM A. McKEEVER, Director
Topeka, Kansas, School of Psychology

THE routine work of a teacher or a schoolman tends to become too much narrowed down to mere instruction, classroom exercises, percentage grades and promotions. So he is prone to find himself obsessed with the present rather than inspired by the future. Fact takes the place of what should be partly philosophy. A constant danger is that life within the school will become stale and non-progressive. What can be done to keep the school out of the rut? What can be done to keep the teacher mentally alert, vigorous and forward looking?

Following the guide of my brief challenge in the issue of the Journal of May 7, I shall now define briefly a specimen field of thought which, carried to reasonable limits, should lead the teacher into refreshing avenues of mind activity. For example the following:—

Time, space, change, immortality, Deity, humanity, infancy, myself—these are the eight mysteries of the human understanding. The more you at first try to find out what they are the deeper you get into a maze of uncertainties. Time, what is that? Space, what is it not? Change, what brings it here? Immortality, who can tell of it? Deity, who has ever known God? Humanity, whence and whether? Infancy, who can explain its riddles? Myself, how could anyone know less than I do about the ultimate truth of me?

Now, what is a teacher to do in the face of all these mysteries—give up the ghost? Nothing of the kind. There is an easy way out. It is to make a present or provisional use of all such riddles as named. It is to use the thing we refer to as time, as space, as change, as if it were real. It is to carry on with these. There is a thing we call progress which sort of embodies fragments of them all, which makes use of the essentials, the coherent element of these, and weaves them into a unity of action.

So with immortality and Deity; so with humanity and infancy; so with myself. The true teacher takes these for granted. They can be made to have meaning in his career on the earth. He

even finds himself able to reach out to these and bring them into his service.

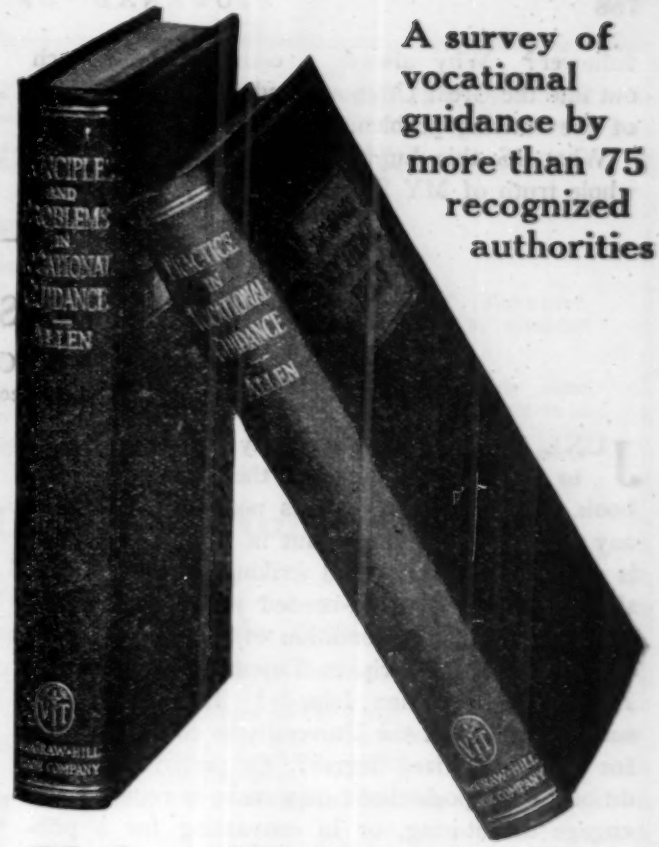
Time, space, immortality, God—these are factors in my career. These are contributors to the progress of myself, and I am satisfied. I am lifted up. My heart is made glad. I can say in a spirit of triumph: "This is a day which the Lord hath made; I shall rejoice and be glad in it!" And, lo, the essential truth of the saying comes to pass. My life becomes an inspired, progressive movement.

It is time for sanity. We psychologists ourselves are guilty of too many vagaries. We deal too much in mysteries, and mere fine phrases. Life is real. It is filled with tangible or usable situations, and we must learn to apply them. Experience is the teacher, and progress the watchword. As to myself, what are my highest possibilities as a common citizen? How may I bring into service from the depth of my being, the physical energy which is latent there? How may I acquire perfect health? How may I go deeper into the practical resources of my mind and so acquire a keener intelligence? How may I bring the mind and the body into harmony so that my whole being shall be unified and radiant in action? How may I become superb, triumphant, in the midst of the maze of experiences we call life?

I confess that the foregoing simple questions entice me far more than do the mysteries, and I am eager to move on toward their solution. I regard as the greatest practical problem of today that of the better understanding and the better use of the mind in daily actions.

The sub-conscious mind is the great practical problem of the age. How to relieve it of its errors recorded early in life; how to bring out its hidden energies and put them into service; how to make it an instrument of changing the personality and the whole view of life; how to apply its latent forces early in the career of childhood and youth—these are some of the questions which might well engage the most earnest endeavors of intelligent people everywhere.

Finally, as you study the mind and its uses, do not forget to treat the mind and the body with equal sacredness. Do not neglect to bring the two into equal harmony. Do not overlook the fact that you think with your body as well as with your mind; that is, the body conditions register into the mind conditions and give them their attitudes and interpretations. Then "be ye transformed by the renewing of your mind." Get out of your narrow groove of thought and action. Break up some new mental soil. Turn from routine to reason. Turn from fact to philosophy. Make yourself a member of the cosmos as well as a member of the community. There is always danger that you will grow little and puny while you have within the resources of your mind the power of endless growth and expansion. Why always a



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follower? Why always a conformer? Branch out into the Great Unknown and wrestle with some of the enticing problems there.

What IS this human existence? What is the whole truth of MY life? Where shall wisdom be found, continuously and progressively; and, where is the place of understanding (endless unfoldment)? For the life of me, I do not see how one can be a real teacher without at the same time being a philosopher of education, and of life.

The Teacher's Pocketbook

By ARTHUR H. CHAMBERLAIN
San Francisco, California

JUNE is undoubtedly a timely month in which to consider the subject of the teacher's pocketbook. Perhaps such topic is not out of place at any season of the year. But in June the teacher is casting up accounts and striking balances. May she indulge in a much-needed rest and vacation at home? Will the condition of her finances permit a long-desired trip to Yosemite or Alaska or Europe or Hawaiian Islands? How about the summer session at the University to complete work for the much-prized degree? Or perhaps the condition of the pocketbook may make it necessary to engage in tutoring, or in canvassing for a publishing house, or in entering some clerical position in order to tide over the fall term.

It may be assumed that the teacher has a pocketbook. Moreover most teachers are, today, good business men and women. To be sure most teachers do not engage in "big business," but they are familiar with the principles and practice of business. That the teacher has a pocketbook and knows well its use there is conclusive evidence. That person is greatly in error who assumes that the average teacher lacks business acumen and financial balance.

There are, of course, exceptions to this rule. As in all other professions or callings there are those whose pocketbooks are empty before the monthly pay check makes its appearance. In the case of the individual teacher this may be due to the inadequate salary received. We are here making no plea for increased salaries for teachers although there is need for attention to this subject. As a matter of practical finance we must here consider the teacher's pocketbook on the basis of present income.

Of first importance is the personal budget. Every teacher should carefully budget the items of income and expense. The extent of income of most teachers is measured by the regular monthly salary check. This may be paid in twelve installments, or may be included in ten payments. In some cases, even, the teacher receives nine payments only for the year. But whatever the plan of salary payment, the teacher should, in estimating monthly income, divide the year's salary by twelve. The expense continues, salary or no salary. It is highly important, therefore, to budget one-twelfth of the yearly salary for each month.

The expenses for the month should be carefully estimated. The teacher's pocketbook will not permit of wild guessing. Expense estimates must always be sufficiently large to cover. To underestimate expenses and to over-estimate income will lead invariably to financial bankruptcy.

Mistake is often made not only by teachers, but by those who consider themselves good business people, of planning outgo before giving consideration to the income. It is assumed that somehow the pocketbook will become inflated, or that a good fairy will make up for deficits and losses. This is a fatal error. With the minimum of income established, provision should then be made for necessary expenditures. This done, a certain amount *must* be set aside *each month* as a sinking fund or savings account. The budget will then reveal how much the pocketbook will yield for incidentals, extravagances, entertainment, and the entire range of expenditures considered as luxuries as opposed to the absolute necessities of life.

It is unfortunate, but true, that many teachers do not handle their business through a bank. This criticism is not restricted to those of the teaching profession. Many of those who do not use a bank claim that the volume of business passing through their hands does not warrant opening a bank account. They may cash their monthly pay check at the bank, or more probably at the department store, or pass it over to the landlady. They then pay cash for their purchases, or again more probably, run a charge account. All business should be conducted through the bank, and practically all bills, except the smaller items, paid by check. The check is the best receipt possible.

Too often those who pass their larger checks through the bank may receive from time to time smaller checks covering amounts due them. Frequently these checks are endorsed over to those of whom purchases are made. This is not good business. All checks should pass through the bank. The checking account or commercial account should be kept only as large as is necessary for current business and emergency. All money not needed should be placed in a savings account to be taken from there only when a permanent investment is to be made.

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This is not a treatise on investments. It may be stated briefly, however, that opportunities for safe and profitable investments are not lacking. Nor is it necessary to accumulate a large sum before beginning an investment. There are building and loan associations that are safe and yield a good return. Loans on first mortgages are most desirable. Certain classes of bonds, government, municipal, or industrial, may be recommended. But no pocketbook should be opened that shares may be purchased on margin. An investment, the promoters of which promise 12, 15, or 20 per cent. is to be avoided. Money in a savings bank drawing 4 per cent. may be withdrawn for a permanent investment at 7 or 8 per cent.; but in making such investment experts should be consulted. The easy money and get-rich-quick ventures should be avoided.

Many a pocketbook collapses or is constantly kept in a condition of depletion not primarily on account of the small salary received, or because the income is meagre and inadequate, but because sound judgment and business sense is not used when making purchases. No pocketbook will stand the strain if its owner continues to buy articles that are not needed simply because they are "cheap" and may be required sometime. The interest on the money thus paid out will more surely be greater than any saving made on the supposed cheap purchase.

A most common mistake practiced by large numbers of people is that of buying on credit rather than in paying cash. This statement has nothing to do with the fact that it is frequently good business to borrow money on security for the sake of investing it in a business. Purchases from day to day, however, should be paid for in cash, or at the end of the month, and not allowed to run. And a most common error is that of running an "account." Many people seem to assume that they can afford things provided the payment for same is deferred. Generally speaking, the person on salary cannot afford that for which he is not prepared to pay.

No pocketbook will thrive where indiscriminate loans are indulged in. One of the most pernicious and dangerous habits is that of constant borrowing. The habitual borrower of money finally becomes careless and loses strength of character and stability as a citizen. The teacher should beware of those who seek loans with promises to pay when the next salary check falls due, or who offer notes or security that have little value.

It is of course true that our present economic and financial order is carried on through an intricate system of credits. Loans are made properly when there is ample security and a volume of business to warrant. But the teacher must guard against emergencies, sickness, ill-health, accidents, etc. Most teachers have responsibilities covering

others than themselves, and it is necessary to guard against the "rainy day" of retirement or well-earned leisure. Those who permit themselves to be imposed upon or who are unduly influenced through friendships or sentiment will, as in the case of those who invest unwisely, find in the end a depleted pocketbook.

The teacher's pocketbook! If it is to be kept in a healthy condition thrift must be practiced by its owner. Be the income little or much the teacher should plan to set aside a certain amount each month. Then having so planned nothing should interfere with its practical working out. Money, even in small amounts, grows rapidly if kept on interest. Save, but never do this in a miserly way. Save for a purpose. Spend wisely. Spend for the necessities and for the real satisfactions of life, and insist on getting the worth of your money. When investments are made study them and be sure they are safe and sound, avoiding those that promise quick and inflated return.

"Neither a borrower nor a lender be;
For loan oft loses both itself and friend
And borrowing dulls the edge of husbandry."

When necessity or increased business requires you to borrow repay the loan a little before it falls due. And remember that while to desire money for its own sake is selfish and mercenary, a healthy pocketbook guarantees against want and privation, insures for leisure and satisfaction, provides something for dependents who through adversity and misfortune are unable to care for themselves.

Spring-Boards of Successful Teaching

By GENEVIEVE M. FOX

(An Interview with Dr. Thomas D. Wood, Columbia University)

CORRECT posture, plenty of sleep, proper food, recreation, sufficient rest and relaxation, and a well-arranged program of work have powers of recreating buoyancy and vigor of body which are springboards of successful teaching and of happiness, says Dr. Thomas D. Wood, professor of health education at Columbia University. Without this vigor and buoyancy successful teaching is not possible. Even slight ailments among teachers may react upon pupils seriously and affect their habits of mental, emotional and physical health. The very voice of the teacher, if harsh, querulous or otherwise unhygienic, may exert a detrimental effect upon at least the mental and emotional health of the pupils and thus affect the whole school program.

Dr. Wood believes that a thorough examination by a doctor should be made a condition of employing all teachers and that regular periodic health examinations should be given at frequent intervals after employment. These examinations should include a thorough survey of the teacher's physical condition, consideration of her mental health, inquiry into her hygienic daily program and instruction regarding individual health needs and how to maintain positive health.

As chairman of a committee which has just made a survey * of the health of teachers, Dr. Wood has brought together interesting facts.

Nervous disturbances are a chief cause of long expensive cases of absence.

Absences due to such disorders are conspicuously more common among women than among men, and increase with advancing years.

Colds and influenza are the chief causes of absences in general in all investigations so far made of illness among teachers.

The tuberculosis rate, contrary to previous opinion, is comparatively low.

Some of the chief factors suspected of contributing to ill health among teachers are:—

Lack of nourishing food and hurried eating. The hurriedly eaten breakfast and lunch are common offenders against the health of teachers.

Insufficient recreation and restricted outside interests. Play as a means of self-release and self-expression is probably more necessary to teachers then to any other group of people.

Lack of schedule. The teacher's method of arranging her daily activities of work, rest and play has a bearing upon her mental, physical and emotional health.

Inability to cast aside the problems and perplexities of the classroom on leaving it.

Poor boarding places.

Insufficient salaries and retirement funds and consequent worry.

Unhygienic conditions in the schoolroom, such as too high temperatures and improper lighting.

Lack of rest rooms and rest periods. This factor contributes immeasurably to the teacher's fatigue and is reflected in her irritability in the classroom.

* This survey was made for the School Health Bureau of the Metropolitan Life Insurance Company. A report of findings in forty-eight school systems in thirty-seven different states is shortly to be published.

Too large classes which increase the mental strain of teaching.

Dogmatic supervision and discouraging criticism.

Too many extra duties, such as chaperonage, coaching, committee duties, lunch hour supervision, etc.

What can be done to conserve teachers' health and to remove the health hazards of teaching? School boards can:—

Require health qualifications for the employment of teachers. The acceptance of the teacher to be based on the results of a thorough examination given by the school physician or by one approved by him.

Provide a probationary period after the employment of the teacher for the correction of health defects revealed by the examination.

Provide periodic health examinations for all teachers in service.

Gain early the confidence of teachers in the development of a health supervision program for teachers.

Improve living conditions by paying adequate salaries, by providing teachers' homes or by securing a selected list of living accommodations that are hygienic in regard to heating, lighting, and ventilation, and are comfortably furnished.

Provide a healthful teaching environment including proper ventilation, temperature and lighting, adequate janitorial service, rest rooms and lunch rooms.

Require the teacher to withdraw from the classroom when she is suffering from a minor health handicap. This is particularly important in the case of colds.

Provide adequate sick leaves with pay. A sabbatical leave is desirable, for it sends the teacher back with a wider outlook on life and renewed vigor of body and mind.

Provide doctors, nurses or hospital care for sick teachers.

Furnish recreational facilities and encourage teachers to use them.

Consider yearly attendance at summer schools in relation to teachers' health. Many teachers take vacation periods, which are much needed for rest and change, for study and are encouraged to do this by their school boards without consideration of its effect upon health.

Reduce cause for worry by providing adequate retirement allowance or annuity plans, and adopt a plan for tenure of office which will properly secure teachers in their positions.

School principals and supervisors can do much to co-operate in a healthful program for teachers by supervising work in such a way as to stimulate self-confidence and initiative, and dispell fear and uncertainty; by safeguarding teachers against

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an overload of teaching, committee duties, chaperonage, etc., by providing rest periods during the day and by providing extra time for rest for those teachers who eat lunch with their students and thus have no time for recreation during the lunch period.

Finally, the teachers themselves must co-operate by taking advantage of all facilities provided for the promotion of their health; by adopting a hygienic program of living and regarding adequate social life and recreation as imperative needs; by avoiding worry and anxiety in regard to health; by preparing themselves to use modern methods of teaching; by developing sympathy, tact and understanding in dealing with parents, fellow-teachers and supervisors, thus lessening the strain of teaching; and by fostering a respect for the profession to which they belong, seeking to make their work a contribution to that profession.

Undoubtedly, many teachers are suffering from ill-health because they are in a profession whose demands and conditions are at variance with their own tastes and temperaments. Such teachers should be encouraged to withdraw from the profession and to find work in which there will be less strain. One of the great advantages of a thorough health examination of teachers before employment is that it may eliminate applicants who are unfitted for teaching in either physical or mental health and make them realize the folly of entering a career in which they are destined from the start to be handicapped, and in all probability will eventually break down.

The forty-eight school systems studied by Dr. Wood's committee show wide variation in their care for the health of their teachers. Only twenty-nine required a health examination as a condition of employment and only eight reported regular health examinations of their teachers. These examinations range from inspection for the prevention of communicable diseases to a thorough and complete examination including a full survey of health habits. Two cities offer limited care to sick teachers—the one providing nursing care and the other limited hospital care. In general, the school systems which answered the questionnaire provide a sick leave or a leave of absence for illness.

A variety of methods of stimulating teachers to correct physical defects were reported. Some offer lectures in personal hygiene; some refer the findings of the physical examination to the family physician; some invite teachers to individual conferences with the school physician; one city sends follow-up letters to the teachers and the school physician and several cities find that the provision of a probationary period during which the teacher is to have her health defects corrected is effective. Recreation and social activities are receiving the attention of a few cities.

Definite efforts to help teachers to understand and follow up the principles of physical and mental health were reported. One city furnishes teachers with lists of foods, classified according to contents. In three cities health courses and lectures are provided for teachers.

Build Schools

By WILLIAM RANDOLPH HEARST

A great country is not merely a matter of climate and resources. It is mainly the creation of an intelligent and progressive people.

The people are made intelligent and progressive by education—by education of the whole people, not merely of a favored few.

The public schools are the educators of the public, the creators of good citizens and of a great nation.

A republic is a government of the people, by the people and for the people.

The child of today is the citizen of tomorrow, and the education which the child receives today gives the citizen of tomorrow the knowledge and training to be a good citizen, to conduct a good government and to create a great country.

If the schools fall short anywhere, then somewhere the education of the child falls short, and somewhere there will be failure in the life of the child, and in the labor of the citizen, and in the general conduct of the government, and in the growth of the nation.

Give the children education.

Deny yourself, if necessary, in order that the children may have the utmost in opportunity.

That is your obligation to those patriotic citizens who preceded you and gave you so great an inheritance of liberty, progress and prosperity.

That is your duty to the citizens of the future, to the country which has nourished you and protected you.

Furthermore, it is your duty to humanity to emphasize the example of how an enlightened people can lead the progress of the world for the benefit of all humankind.

Build schools, build schools, and by building schools build the nation.

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Minneapolis Schools

By SUPT. W. F. WEBSTER
Minneapolis

IT IS ALWAYS a pleasure to speak of Minneapolis schools. For many years they have been good schools. The reason is that the good sense of all the people demanded the very best for their children, and would be satisfied with nothing less. It costs to have the best in anything. People do not hold back gifts to their children, and Minneapolis believes that the most priceless gift is education. Their demand is that the gift shall be of high quality at lowest reasonable cost.

Another proof that Minneapolis supports education is found in the growth of the school population. It would be fair for anyone to assume that the relation of total population to school population should remain fixed, yet it is not so. The government census officials say that Minneapolis is growing at the rate of nearly two per cent. a year. In the last ten years the school population has gained at the rate of 4.35 per cent. a year, or more than twice the growth of total population. And the splendid thing about this growth is that it is largely at the higher levels. Where ten years ago there were 9,388 in our high schools, today in grades nine to twelve there are 17,217. I can think of no higher commendation of a community than this—that it is glad to sacrifice other things that its children may advance far in preparation for a life of rich significance.

I am sure you would wish to know how many are to be found in our public schools. There were in the elementary schools 56,448, junior high schools 12,621, senior high schools including vocational schools 13,260, a total of 82,329 last year.

Then we had last year an attendance in evening schools, and these are grown-up men and women seeking to be better citizens, 7,908 persons. And in our summer schools, where boys and girls are given a chance to keep an even pace with their mates, there were 7,389 children. The grand total for last year was 97,626—no small city.

To care for this host requires the services of 2,563 persons in the instructional service—teachers, principals, supervisors, and superintendents; doctors, dentists, and nurses, 88; 226 clerks; 418 janitors and matrons; a group of persons looking after the care and upkeep of the $22,000,000 school plant, 126 of them; then a miscellaneous group of 140; a total of 3,561 people. The cost of running the schools last year was $7,100,000, while there were invested in new buildings $1,200,000 approximately. So the total is $8,300,000 for schools.

Some people think that schools are not sticking tight enough to the three R's. I am sure that children never could read as well as now. It is true that problems which never are met by grown-ups are not given to puzzle children and make their dads red-faced. There is a better way to use their time.

Music takes but twenty minutes a day in the elementary schools, and more time in the high schools, two hours a week. Who can measure the refining influence of this subject, or its rich contribution to life in a happy home? The same time is given to art.

It is important that children be kept fit for school—and we have a belief that if a child gets the habit of being well and knows the joy of being well, he will not be satisfied with weakness in manhood. Every child showing any sign of sickness is seen by a nurse or a doctor every day. The gymnasiums are more than places for exercise and play, though that alone would commend them; they are places where feet are thought of, backs are straightened, every bodily defect is noted, and remedies suggested. For good health is a prophecy of success and happiness.

But there are some who can never have the fullest life. There are those who have eyes, yet they see not. And for these eighty-six children we have special schools. Some have ears, yet the world is silent for these, seventy-six children. This last year 30,000 children were examined for hearing, and you will be surprised to learn that 6.4 per cent. of all elementary children have defects in hearing so significant that they should be cared for *now;* and over 9 per cent. of boys and girls in junior high schools are seriously deficient in hearing. Even more they should be cared for. Delay is dangerous.

Two hundred fifty children are fighting against tuberculosis in our schools at Lymanhurst and Trudeau. One hundred seventy-five are at Dowling School for Cripples. This last year heart cases were accepted in that school; for surely a child with a bad heart is as helpless as a child who walks with a crutch or a kiddy car.

Then, saddest of all, there is that large company of those whose heads do not work. They are in many centres, these 700 children, and patient teachers are trying to establish habits that will make them tolerable to other people; and in some they strive to develop intelligence enough so that they can support themselves. Minneapolis and the state are liberal in their care for all handicapped children. All that can be done, will be done.

And this same thing we may say for all those who are well as truly as for those who are not so fortunate. Minneapolis is proud of its schools.

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HENRY M. MAXSON
661 W. 7TH ST.
PLAINFIELD, N J.

May 1, 1928

Miles C. Holden, President,
Holden Patent Book Cover Company,
Springfield, Mass.

My dear Mr. Holden:

It is with pleasure that I turn my memory back 41 years to the time your father introduced the Holden Book Covers to New England and came out to show them to me.

I congratulate myself that I at once recognized their value and introduced them in the schools of North Attleboro, which was then my bailiwick.

From that time to the present day, wherever I have been Superintendent the schools have used Holden Covers. From time to time, as their success became evident, imitations have sprung up and presented their claims; but, considering quality and convenience, nothing has equaled the Holden, and this seems to me a case where the best is the cheapest.

I value book covers from two viewpoints, hygiene and economy. Where Book Covers are used, where the book is handed to a new user, it is possible to strip off the grime and dirt that inevitably accumulates on a school book and pass it to the new user with at least a clean face. Where covers are not used there are many books that it is an insult to pass to a clean child.

As to Economy, a strong cover reinforces the book so that it lasts longer. I never have tried to estimate the saving that the lengthened use produces, but it must be enough to pay for the covers several times over.

I also value the increased pleasure that a clean cover gives the user of an old book. Book Covers are an indispensable adjunct of the free School Book System. You may well feel that you are the friend of many children and a real benefactor of the Public School System in the work you do. May you long continue to hold up the high standard established by your father and maintained by his successors.

Sincerely yours,

Henry M. Maxson.

Mr. Maxson was Superintendent of Schools in

North Attleboro, Mass. 1886-1889
Pawtucket, R. I. 1889-1892
Plainfield, N. J. 1892-1926

The High Calling of the Teacher

By JULIA SULLIVAN
Boston

EDUCATION aims to give training which will enable one to make the most of one's self and develop the individual in the most complete and harmonious manner for his own welfare and for the welfare of his fellowman. Since education today means a preparation for living according to the highest standards for the age, it must of necessity change repeatedly to adapt man to his environment. If more emphasis is placed upon vocational, industrial and practical business education than formerly it is because this is an era of new vocations, industrial expansion, and business opportunity. If education is more complex, more exacting than formerly, it is because modern life is more complicated and its needs correspondingly multiplied and varied, and because modern inventions have made the whole world a neighborhood, thus adding in many ways to the objectives in education.

We thought that in providing free public school education for all the children of the land we were carrying on our schools upon the great fundamental principle of democracy. We know now that the mere provision of opportunity does not offer a fair chance and we know also that in order to give each child his own fair chance, individual difference of physical and mental equipment, as well as social environment, involving many conditions, must be considered. This involves child-study. It has always existed to some extent, but at present is receiving much emphasis. We are trying to find out not only about children as a whole, but about each child as an individual.

While the school studies the material that comes to it, it is also its business to know the world's needs for its human product. Its work then lies in economically and efficiently preparing the child material to become a product fitted to the world's needs. It includes preparation not only in subject content but in furnishing experiences which, in a measure, provide the child with a broader opportunity for the responsibility of citizenship.

Although the advent of the classroom teacher in the forum where educational problems are discussed is comparatively recent, the value of the teacher's work in the solution of those problems dates back to the establishment of the public school itself. Some one has said that one need not look far back in educational history to find the time when from a legal viewpoint the status of the teacher was extremely low. Much of the teaching was done by indentured servants, casual travelers, indigent old ladies, and others of a similar character. Later, teaching became a transient calling, a stepping stone for capable young men and women on their way to recognized professions. Certification in its present sense was unknown; the principal requisite to qualifying being a willingness to accept the salary offered.

Tradition, as well as authentic records, cites many an example of a teacher spending her life, often obscure and unnoticed, in patience, in hope, and in faith, instructing and guiding children and youth. Then, as now, there was gladness and joy in her work, for children are the symbols of happiness; gladness in their hearts is spontaneous. "To be with them is to catch their spirit. To live with them is to live in an atmosphere of joy."

Fortunately that period of limited preparation has passed and there are signs that the teaching profession is being placed on a sound basis, one which approaches, if it does not equal, that upon which rest the older and more firmly established professions.

During the last quarter of a century the science of education as we know it today has been largely developed. We have come to a time when teachers and boards of education everywhere are recognizing that teaching is a profession; that it is a science and an art that must be mastered through years of preparation and apprenticeship.

With the development of the science of education and the growth of skill in the art of teaching our profession has reached a high level. This is evidenced by the number of graduate schools of education that have arisen through the demand for professionally trained teachers.

The true teacher is great because he brings into his soul touch with pupils the influence of a life rich in inspiration and wisdom of the world of affairs. We are coming to see that if the teacher is to be all that he should be in his relations with his pupils he must participate in the responsibilities of citizenship, and must share in the improvement of his profession. Inspiration is the soul of great teaching. To give efficient service the teacher must realize the importance of her work and its far-reaching result; must realize that much she does will never be paid for except in the satisfaction of service well rendered.

The teacher's work is the most inspiring in the world, and the teacher's calling should be the most enviable position in the world. It is our duty to make it so. Upon us is incumbent the duty of creating a profession. What does it mean to create a profession?

Let us consider what characteristics are essential in order to make any occupation a profession, and then let us see wherein teaching measures up and where it is lacking. One educator has summed

up the characteristics of a profession as follows:—

1. It must render a vital and needed service.
2. It must have a scientific method of procedure for the attainment of the purposes of the profession.
3. It must present a set of economic conditions for work which guarantee stability to its membership and an economic return sufficient to maintain a proper level of living and give assurance against dependence in old age.

In addition to the above it should be pointed out that a profession maintains a standard of preparation for its members, a standard for improvement in service, and a plan for the elimination of the unfit.

Undoubtedly teaching renders a needed and a vital service. Undoubtedly it has developed a characteristic method of procedure for the attainment of its ends. Where teaching is lacking in the true elements of a profession is in the economic conditions which surround the work of its members.

It is highly essential that the best material in the land should be attracted to the teaching profession and that the teaching group itself should endeavor to establish conditions that will make this possible. Realizing that the newer trends in education demanded by the complexity of modern methods of living necessitate highly specialized training, the National Education Association has said that every teacher should have four years of professional training beyond the high school course, as an ultimate goal, and two years' training as an immediate goal. Local teachers' organizations have ratified this movement for more adequate training of teachers.

Classroom teachers being closest to the growing child and being the most numerous in the educational structure have most to gain and most to give in the great program for the advancement of the professional status of teachers. Boards of education are coming to realize these facts. In all parts of the country the teacher is asking for participation in the determination of policies and co-operation in plan making. This does not mean a desire to assume the responsibility of administration. Single-headed administration is necessary to the efficient handling of all units of school organization. The teachers desire to co-operate until the plan or policy is adopted, and then the work of administering should be carried out by the administrator.

For the individual teacher participation results in self-discovery, continued professional growth, self-realization and success. For the profession it results in bringing out the best leadership, development of sense of responsibility, creation of a solidarity which will ultimately lead all teachers to stand together and bring success to the system as a whole.

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Students of educational problems agree that the present status of the teacher is rapidly changing. Teachers, instead of relying on outside forces, are endeavoring to improve their own situation. Their organizations, primarily formed to cope with economic situations, have become contributing factors for promoting the cause of education. Many boards of education have come to depend upon them as publicity agents in helping to raise bond issues and tax levies and to secure remedial legislation for child welfare.

Through affiliation with parent-teacher associations and civic organizations teachers have helped to bring about a better understanding of the aims and processes of present-day education. Teacher organizations have aroused a professional self-consciousness. Through the vision of larger opportunities for service teachers are endeavoring to raise the standards set for the groups to which they belong and in the near future their goal will be as high as that of any other educational group. The welfare of the child demands equally well-trained teachers at every period of his school life.

Classroom teachers are interested in problems affecting the welfare and the progress of the child and of the profession and they are realizing their responsibility in helping to solve them. Teacher preparation and growth in service, teacher rating, supervision and evaluation of classroom instruction, participation in the formulation of school policies and curriculum making are only a few of the major problems in which teachers throughout the country are manifesting interest.

In these days when curriculum revision is demanding so much attention it is pleasing to be able to state that many cities are allowing teachers freedom from classroom service while engaged in this work, thus conserving their energies.

The responsibility as well as the possibility of the teacher is well summed in a heritage prized by Boston teachers in the last message of a beloved superintendent whose fame reached far beyond the limits of the city of his immediate labor.

"Who is there among us who is not sobered by the responsibility which the hope of the world is placing upon the function of education and the service of the teacher? Who is there among us who is not thrilled with the realization of the greatness of his calling? The soldier has had his day, great be his honor and perpetual his memory; the statesman has his opportunity and responsibility, and may kind heaven guide his judgments; the teacher is fundamental in the development of the individuals who are to be the citizens of this better world which men see in the vision and believe can be realized. Rejoice that you are called to such a service, purify your hearts that noble purposes may enter, enlighten your minds that you may perceive and understand, strengthen your wills that you may strive untiringly, open your souls for the grace and inspiration that heaven may send. 'We stand at Armageddon and we battle for the Lord.'"

The Aim of the Minneapolis Program

By CORNELIA ADAIR, President, N. E. A.

For the past year I have traveled to and fro and up and down this vast country of ours. I have visited historic Jamestown. I have stood at sunset on Burial Hill. I have knelt in spirit before the defenders of the stockade at Harrodsburg. I have traveled the Oregon and the Santa Fe Trails. In my heart there has grown up a deeper respect and reverence for those, our pioneer ancestors, whose courage and steadfastness gave us this wonderful heritage.

I have visited schools — big schools and little schools, one-room schools and schools whose magnificent masonry and many chambered walls would put to shame an ancient palace.

Everywhere, I have seen teachers at their work training the children of America — helping them to establish within themselves those cardinal virtues that marked our founders.

So, it was inevitable that the convention topic this year should be Education for Citizenship.

The program has been carefully built. Each speaker has his contribution to make. It is my hope that all of us will come away with a deeper conviction and a wider vision of the part that we, as teachers, may play in the building of a greater America.

Education in a Democracy

By F. D. BOYNTON, President
Department of Superintendence, N. E. A.

The Function of Education in a Democracy is to "secure the blessings of liberty to ourselves and to our posterity" and "to promote the general welfare." Upon the equality of the right of the individual to "life, liberty and the pursuit of happiness" this government was founded. This conception of the rights of the individual to equality of opportunity, not the same opportunity, is unique and fundamental to our whole scheme. We live in proportion to our ability to respond intelligently to our environment. Education multiplies the points of contact with environment, and leads the individual toward complete living.

At the birth of the nation the Fathers made clear their belief that in education rested the security for popular self-government; that it was of "primary importance" that "institutions for the general diffusion of knowledge" should be supported for the reason that "in proportion as the structure of government gives force to public opinion it is essential that public opinion be enlightened."

No other nation has ever cherished so unwavering a faith in education as have we Americans. No other nation has ever shown itself so willing to pour its money and its energy into all sorts of educational experiments. We believe profoundly that the strength of the nation is measured not by armies and navies and fortifications, but by schools — schools for all the children of all the people, adapted not to one type of mentality but various enough to meet the needs of all without detriment to any, yet constituting one single system, open to all worthy aspirants from top to bottom, giving each an opportunity to prove by actual trial whether he is able to do the work of the next step ahead.

To preserve inviolate this fundamental principle of our nation, and to train the individual for efficiency in the social order of his generation — in a civic, economic, moral and political sense — are, I take it, the primary functions of education in the great democracy we call "America."

School Problems

Edited by a School Executive

149. How can Normal Schools help the young teacher more? (Illinois.)

The young teacher needs more follow-up work on the part of the Normal School. Often she goes into a situation where there is little supervision, and a very much lower standard of satisfaction than she brings from the Normal. Her own school life previous to Normal may have been of the same poorer kind, and with no incentive in the way of direction and recognition she soon falls back to ways of teaching as she was taught, and not as she was taught to teach.

Now field visitors from the Normal going to the young teacher her first and second years could help her much. They could also keep in touch with the more promising and help to promote them. Conferences with superintendents individually and in groups on the subject of young teachers help. Round-table meetings to which the new teachers return with their problems to the Normal for help is a good idea. Some hospitals have a plan of not granting a diploma until a nurse has had so much successful experience in the field. It is a plan worthy of consideration by Normal Schools.

150. How can teachers create an appetite for real knowledge? (Wisconsin.)

First by planning work on the pupils' interests. Of course you will have to know some of those interests. We do know much about common interests at different ages with all children, and then added to this the teacher has the problem of adjustment to individual and special group interests.

The secret of good teaching is preparation. It is the consistent lesson preparer who becomes the skilful teacher. Then added to this if you have a personality which is human and desirous of understanding the pupils you will find a growing desire for more knowledge.

The assignment is the foundation on which success is built. Keep it simple, not too easy, not too hard. Budget your time carefully. Remember if you are teaching a subject in a high school that all the pupils' time doesn't belong to you. Try to see where your work fits into his whole school plan. To try to create an appetite for much work in one line at a sacrifice of an all-round development is a thing against which we must guard. It is misplaced enthusiasm. Knowledge based on pupil interest naturally begets a desire for more knowledge.

151. What do you consider some of the difficulties in the way we are handling our secondary science? (New Mexico.)

In many high schools there is too much formal presentation of factual material without concrete and practical application. Science is one of the subjects which lends itself to drill procedure least. Problem work is not enough. We need more project work on individual and group plans from which the pupils develop natural fundamental principles and fix them by use. Special local application that is really useful in a big way is one of the things needed to put real life into the situation. Of course, this means not only careful planning of lessons but careful planning of big units of work. There is plenty of material available to help the teacher, and this is the real live way to put science over in the high schools.

152. Where should the class library begin? (Rhode Island.)

In the first grade or in kindergartens, if you have them. With the first two grades the material has to be very simple, but there is a wealth of it adapted to the ability of this age child.

In the elementary school the school library is better than the class or classroom library for several reasons, some of which are that you can give the children a wider range of reading, and one teacher can be put in charge. Giving this job her complete attention and study the voluntary reading receives the encouragement and guidance it cannot receive in the regular classroom. No need to call attention to the possibilities in lines of beauty, calm and social life of a school library. But if you haven't the extra room for the library, or if for any other reason it is impossible, then the classroom reading shelves should be worked to the limit, particularly from the fourth grade on, and every means used to encourage and guide intensive voluntary reading. This is a part of our reading work we have neglected in the past, but now teachers and supervisors are appreciating its importance and you cannot err in giving it great attention.

153. What can we do with the brilliant, inattentive, lazy child? (Pennsylvania.)

Brilliant children are not, as a rule, inattentive. They are usually eager to absorb anything put before them. There is something radically wrong if a brilliant child is inattentive and lazy, and the problem, of course, is to find out what it is and correct the cause if possible. It may be a physical reason. That is the first line on which to hunt. It may be a level of work too low to stimulate ambition or so high as to cause discouragement. There may be an emotional barrier, as a great dislike for a teacher, subject, or school even. In any case it is an unnatural situation, and the thing to do is to study for the cause and deal with that.

? Why Research ?

Research in education is made for the purpose of determining correct educational theories, subject matter, and methods of procedure.

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2. Second place was won by a Rational typist, Miss Lucille Coulombe, of the Berlin, New Hampshire, High School, with a net speed of 80 words a minute, and with but 5 errors—THE MOST ACCURATE RECORD MADE IN THE CONTEST.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Squeak! Squeak!

There was once a man who hated to work. When he hoed his peas he groaned and when he followed the plow he complained, and when he weeded the strawberry beds he almost wept. One day as he was down on his hands and knees weeding the strawberry beds he became conscious of a slight squeak in his back when he moved his right arm. The man listened, he moved his arm, he heard the squeak coming, it seemed to come from some spot in his backbone. "I wonder what has happened to my backbone?" said the man. "I must move my arm again." The man rose from his knees. His face was white. "This is serious," he said. "I have dislocated my backbone. That's what hard work does for a fellow." Very slowly the man walked mto the house. "Wife," he said, "I am in a bad way. I have dislocated my backbone. Listen. When I raise my right hand you can hear the bones squeak." Sure enough every time the arm was raised the squeak came. "You must put your arm in a sling," said his wife. "Perhaps by not using it the bones will return to their proper place," so the man put his arm in a sling. The next day the man dressed up in his best clothes and went to town to see a doctor. "Take off the sling!" said the doctor. "Let me hear this squeak," but when the man moved his right arm there was no squeak. "All imagination," said the doctor. "Go home and go to work." The lazy man felt somewhat relieved, but he paid his fee and went home. He put on his old clothes and went out to finish weeding the strawberry bed. No sooner, however, did he move his right arm than he heard the squeak again. He was now frightened. He moved his arm carefully, but the squeak came just the same. It wasn't long before the lazy man felt a pain in his back. It grew worse. Every time he moved his arm he felt a sharp stab. He hobbled into the house and laid down upon his bed. "Listen," he cried to his wife, "Listen!" Whenever he moved his arm, there could be no question about the squeak that followed. It was a long way from town to the man's farm, but the doctor, hastily called, came as fast as he could. "The squeak has come back," said the man, "and I am now in great pain." "Turn over on your stomach," said the doctor. "Now move your arm." "Squeak! Squeak!" went the noise while the man groaned. The doctor rose. He was angry. "My fee is twenty-five dollars," he said. "Pay that and I will tell you what is the matter. "Pay it," said the man to his wife. "Your trouble," said the doctor, "is not in your backbone, but in your suspender clasp. Your pain is in your imagination." So saying the doctor walked out the door.

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Having Eyes Let Us See

This morning as I came along to school I made up my mind I would see things that I would ordinarily pass by. I, therefore, kept a sharp look-out as I passed down the long road. Off to the right I saw a flutter in the last year's leaves. I stopped. Gradually I made out the form of a brown robin. The color of the bird's wings and back exactly matched the color of the old leaves. My friend, the robin, safe in his matched colors, was busy drawing a long, red worm out of the soft earth.

A little further on I saw a little song sparrow sitting on a twig singing her sweet morning song. Beneath her, so skilfully hidden that I could barely make it out, was the precious nest with the first eggs of the new summertime.

As I went along seeing unusual and lovely things I was reminded of the old Arab beggar who had trained himself to see everything that went on about him. One day he met three merchants. "Friends," said the beggar, "You are looking for a lost camel." "We are," said one of the merchants. "Have you seen him?" "Not with my eyes as you saw him once," said the beggar, "but with my mind. He is an old camel, blind in his right eye, lame in his left hind foot, and loaded with wheat on one side and honey on the other." "Exactly," cried the three merchants. "Where is he?" "I do not know," said the beggar. "I have not seen the animal himself." "A likely story," cried the merchants. "Come, you must go before the judge and answer for the theft of this camel. Only a man who had seen and examined him could know so much." When the beggar was brought before the judge and questioned he answered: "I know the beast was blind in his right eye, because he cropped the grass only on the left side of his track. I knew he was lame in his left hind foot because the mark of that foot was lighter than the other three. I saw the ants busy carrying off grains of wheat on one side and here and there clots of black flies gathered over honey drops on the other. Seeing all these things I answered as I did." "You answered wisely," said the judge, "I find no fault in you."

Stop - Look - Listen

I suppose from the title you think I am about to talk to you on safety first. Not at all! I am going to ask you to go riding with me through the countryside this beautiful, clear, springtime day. Wherever we look we see things glisten. The trees glisten, reflecting the light from the new polish of the young leaves, the blades of grass glisten like tiny swords whose bright green steel has not felt the tarnish of a week's rust, the pools of water in the meadows glisten and the cowslips on their edges lift up their glistening golden cups. The motor roars gently in front of us. The whirr of the wheels sounds under us. The fresh spring air flows past us and we are glad and our eyes and souls glisten in keeping with everything about us. As we come to the top of a long hill we slow down and stop. As the gentle roar of the motor dies away a new spring bursts in upon us. A spring, full to the brim, with the sweet music of singing things. A hermit thrush calls to us from the deep pine woods on the distant hill,—a voice of silver piping in a shadowy peace; a black bird trills out his song as he sways on a last year's broken reed; a robin is happy in the elm above our heads and a song sparrow says the spring is full of melody and love. All this beautiful side of the day's travel was lost to us as we roared along. The noise of our going blotted out the silvery songs that lined the way. Under the clack and clatter of our wooden shoes the music of the violin could not be heard.

How full of song is the roadside of life! How bright the beauty that lines its twisted way! In the roar of living the song is lost and the dust of our passing dims the lustre of the scene. For him who takes the time to listen, who mounts the hills and seats himself upon a rock, creation never lacks a song.

Springtide Torches

There are flames today in the soft green of the lilac bushes—soft ruddy, silent glowings as of embers in which the heat lingers. I see them as torches carried on the shoulders of tall bushes in long procession down the springtide streets. There are flames, also, where the tulips blossom, flames of soft gold and scarlet and blue that flicker when the winds blow and scatter their ashes of gold on the earth beneath. I see them as frail, delicate torches held aloft on slender green poles going in long procession around the corners of houses, circling in lawns and tramping on beneath hedge rows all through the springtide hours. There are flames, also, where the dandelions bloom, brilliant golden flashes, eating bright spots in the green of the lawn everywhere. I see them as flaming golden torches on the shoulders of the lowly ones, going in a wild riot on and on across the green hills, charging recklessly across field and marshes, never conquered, but conquering, spreading the gospel of their loveliness wherever there is an eye to see. Where go all these long processions; these uplifted torches of the spring? Why are they lit and why do they march on and on; who trims them and fills up their cups, who lights them into glory and who quenches them silently one by one at the march's end? We need not answer questions such as these. It is enough to wonder over them. It is enough to stand by and watch the torches as they pass, enough to stretch out our spiritual hands to them and feel their warmth.

In God's good plan all beauty has its place. In His wise ordering there is much lighting and much blowing out, that there may never be a moment when mankind is left desolate without lovely things to light the path and point out the better way. And so I love to watch the torches going on the rounded shoulders of the lilac bushes, being borne in stately rows where tulips march on and on around our homes, and going in wild charges where the dandelions reclaim the lost places of the earth.

The Two Sticks

Some time when the dishes are washed and the wood split and the floors cleaned up and the dog fed and the bird watered and you have nothing whatever to do, take a nice clean glass and fill it with water, then take a match and break off two small pieces and throw them onto the surface. Of course the match ends float. Now take a long needle and push one piece of wood toward the other. If you observe closely you will find that at a certain distance the two match ends feel the attraction of one another, and, when the needle is taken away, draw slowly but surely nearer and nearer, until at last they lie side by side. When one is drawn away the other follows. There is a mysterious bond between them, like an invisible elastic drawing them together across intervening space. In watching the actions of the two match ends we are watching the action of a mighty and mysterious law of the great Father. What is true of the match ends is true of everything else in the whole universe. There is an invisible but mighty power that is always drawing things together, drawing sticks unto sticks, rivers into oceans, mountain tops into the valleys under them, earths to far-off suns, universe to universe, the heart of man to the heart of man, and finally man to the great centre of all attractiveness, the Father, Himself. We call this mighty force by different names, magnetic attraction, gravitation, sympathy, love. We observe its action in the world about us, we feel it working in our own souls. It is well to understand that we were meant to draw near each other in confidence and love and not to hold ourselves apart through prejudice, or envy, or anger, or any of the other destructive feelings that tend to defeat the workings of the great law.

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EDUCATION IN ACTION

School Financing Study Is Planned

Methods of financing elementary education are being studied by Dr. Fletcher Harper Swift, professor of education in the University of California. He has been granted a year's sabbatical leave to pursue his work in Europe. Although many studies have been made of European school systems, those of Dr. Swift will be unique in that their purpose will be to discover the manner in which school taxes are levied and school funds provided in the various countries of Europe. No such compilation of school finance methods is at present available to the American educator, according to university officials who believe that Dr. Swift's work may be of material assistance in improving school financial systems in this country.

Italy Introduces Movies in Schools

Movies as an aid to the study of geography in all the secondary schools of Italy will soon be introduced, the government film organization Luce announces. A committee headed by Colonel De Minicis, formerly of the Military Geographic Institute, is studying the problem in detail.

German Girl Wins U. S. School Prize

An immigrant three and one-half years ago from Germany, Miss Edith Hocke, eighteen years old, has been chosen valedictorian of the graduating class of Elmhurst, L. I., high school. She completed the four-year course in two and one-half years, although she could not speak English when she came to this country.

Girls Spell For Four Hours

Two thirteen-year-old girls stood recently in Washington over four hours under a barrage of words and tossed them back properly spelled, until finally one slipped on the word "knack." The other, Betty Robinson, of South Bend, Indiana, supplied the first "k" and won the national spelling bee. The winner received $1,000 in gold. The second girl, Pauline Gray, West Salem, Ohio, won $500, and Bessie Doib, eleven years old, of Detroit, who thought there were two "c's" in "bacillus," received $200. The field of twenty-three grade school students was still large after the first two hours, but after that, when words like "charivari" and "aberration" were pronounced, the number dropped swiftly. Six boys were among the early casualties.

Says Girls' Colleges More Irreligious

American girls' colleges are more irreligious than men's in the opinion of Rev. C. Leslie Glenn, secretary of college work of the department of education of the Protestant Episcopal church. In his report to the national council of that communion he said that in both kinds of schools there is an "alarming" spread of anti-Christian teaching and beliefs among both faculties and students. "The tone in them (girls' schools) is more agnostic," he said, "and more critical of religious institutions than it is in the men's colleges." He said that in some cases the anti-religious feeling took the form of mild persecution and quoted an instance in which he said a professor threatened with failure in his course any girl who "cut" his class to attend a Good Friday three-hour service.

Russian Students Show Race Hatred

Russian students are becoming infected with the virus of the anti-Semitism that has grown so rapidly of late as to cause the Central Committee of the Communist Party of the Soviet Union to start a special campaign against it, judging from a Moscow dispatch to the Jewish Telegraphic Agency. Reports from various parts of the country say that the pre-war custom of referring to a Jew as a "Zhid," with a contemptuous accent, has become common among students in Soviet educational institutions.

Charge School Fascist Medium

The opening in Baltimore of a Balilla school by the Italian consul there led to charges by an Italian newspaper publisher and the leader of the Anti-Fascists in Baltimore that Mussolini propaganda would be spread through the school to undermine American ideals in the young of Baltimore's Italian colony. The Balilla school, admitting children up to sixteen years old, is the first step in Fascism, opponents say. The second step is known as Banguardista and includes youths from sixteen to twenty years old when they are given full membership as Fascisti. Efforts may be made to establish similar schools in other parts of the country, declare its opponents. A circulating library is being established containing volumes dealing with the political, social, economic and intellectual viewpoint in Italy during the past five years, the consul announced. "The school is an organization where the young can gather weekly and take physical culture exercises under proper tutelage," he said.

"Yale News" Doubtful Of Brain Contest Value

The result of the Yale-Harvard brain contest, won by Harvard, shows, says "The Yale News," that Harvard's honor courses "develop self-expression more thoroughly than the equivalent courses at Yale." In commenting upon the future of these contests the "News" says: "How the future will receive the culture contests is a matter for speculation. It cannot be denied that the annual examinations, covering different fields of cultural courses, can arouse only artificially a new interest in the attainment of culture. If culture becomes more generally desired at college as a result of Mrs. Putnam's fund, it will be culture primarily for adornment. The value of culture to the mind of the individual would be a secondary consideration."

Buffalo Training Plan Eliminates Incompetents

Incompetent teachers are discovered and dismissed before permanent damage is done in the schools under the "Buffalo plan" of training teachers in service, the Buffalo, N. Y., Department of Education declares. Incoming teachers are given a three-years probationary contract and are immediately assigned to "teacher centres" for a year at the full pay allowed to beginning teachers. Here they are given the guidance of a principal specially selected for training ability. By arrangement with the University of Buffalo and Canisius College, the teachers are given college credit toward a degree for successful teaching.

English Tests For French Students

Examinations in commercial English of more than 1,000 candidates were recently held in Paris by the British Chamber of Commerce. No other examination in France in commercial English has the standing of this of the British Chamber of Commerce, and its diplomas are eagerly sought, being

accepted in all business circles as guarantee of "at least a sufficient knowledge of English for ordinary purposes." Of such value are these examinations that the Spanish Chamber of Commerce in Paris has now instituted Spanish examinations along much the same lines, giving credit for the idea to the British Chamber. In London, the French Chamber of Commerce is studying a scheme to introduce in England similar examinations in commercial French.

Universities Adopting Instruction via Radio

Instruction by means of radio is becoming general with college and university extension divisions, according to L. R. Alderman, specialist in adult education for the Bureau of Education. "This method, which usually supplements the textbook or other lesson material, involves the broadcasting by the institution of detailed information in regard to the lesson, outlining the main points and explaining the different passages," said Alderman. "The student, after receiving the radio instruction and supplementing it by the study of textbooks or other material, writes out his lesson as in regular correspondence courses and sends it to the instructor in charge of the subject at the university. Some of the advantages of extension work by radio are: 1—It creates more interest and probably reaches many more people than does regular correspondence instruction. 2—It saves time required otherwise for transmitting the lesson by mail to the student. 3—It enables the instructor to give whatever emphasis is needed by using the voice instead of the pen. 4—It enables the instructor to bring into the discussion more timely illustrations of the subject studied than is possible by correspondence courses alone.

Rockefeller Gives Views on Education

John D. Rockefeller, Jr., expressed the opinion, in a Commencement address at Fisk University, that large numbers of boys and girls who rush off to the colleges would in all probability make more of their lives if they went into some useful occupation in their home town. "For after all," he said, "just spending so many years in school or college does not necessarily mean one has gotten an education. On the contrary, during that period one may simply have formed habits of indolence, acquired an unwarranted sense of superiority, or become dissatisfied with the circumstances and environment in which one's lot is cast and in which one is fitted by natural endowment to live." Education, Mr. Rockefeller believes, should fit one to lead a useful, well-rounded life, but he thinks it fails of its full purposes unless it fits the individual to live such a life in the environment in which he finds himself.

Raise for Chelsea Women Teachers

Women teachers of Chelsea, Mass., including heads of senior high school departments, will receive salary increases of $100 per year each, beginning January 1, 1929. The salary committee's recommendation to that effect was unanimously adopted by the school board. Superintendent of Schools George C. Francis is re-elected for another term, while Submaster Leo P. Casey is chosen as master of the Shurtleff School, to fill the vacancy caused by the resignation of Fred A. Pitcher, which takes effect on or before May 1, 1929.

Honor Oldest Mt. Holyoke Grad

The Mt. Holyoke Alumni Association recently sent a bouquet of 100 roses to Mrs. Lawrence Higgins Beadle of New Haven, Conn., oldest living graduate of Mt. Holyoke College, on the occasion of her 100th birthday. President Mary E. Woolley sent a floral gift and a birthday message. Laura Higgins was a member of the class of 1848, the last class to be graduated under Mary Lyon, founder of the college.

Unskilled Laborer Fast Disappearing

Unskilled labor in the United States is being eliminated by education. Places of men who fit themselves for better jobs are being filled by machines, and new human drudges will not substitute for the thousands liberated by industrial training, according to Frederick W. Wellman, of the National Home Study Council. The home study schools of the nation are largely responsible for educating industrial America. Popularity of directed home study is due to the fact that it gives the worker an opportunity to learn business, the trades or professions after working hours at home. Chance to rise out of the class of unskilled labor comes to these workers just at the time when inventive genius is perfecting thousands of machines that do the world's work mechanically.

Boy, 12, Wins Essay Prize Over 45,000

More than 45,000 pupils in the Boston city schools studied and wrote about highway safety in an essay contest sponsored by the Boston Automobile Club and the Boston Chamber of Commerce as part of the Massachusetts annual six-week safety campaign, according to John C. Brodhead, assistant superintendent of schools, in charge of the movement. The essay which won first place was written by one of the youngest of the many thousand contestants, J. Howard Luce, twelve years old, of the eighth grade of Elihu Greenwood School, Hyde Park. Pupils from the seventh grade through high school competed. School principals and teachers of English were directed to have the pupils spend some time each day for three weeks in preparation of the subject, discussing safe driving and safe walking both at school and at home. The writing of the essays then occupied a fourth week.

Forty-Eight Nationalities In New Haven Schools

Seventy-one per cent. of the pupils in the New Haven, Conn., public schools are children of foreign-born parents, who are natives of forty-eight countries. Of the whole number of pupils 52.8 per cent. are Italian; 18.4 per cent. are Russian, and 5.3 per cent. are Polish.

Boys Demolish Teacher's Rod

There's a little black ruler in the North Randolph, Mass., school which will not be used any more for tanning the anatomies of recalcitrant lads, as the result of the action of two youngsters who broke into the school the other day and destroyed the hated rod. Chief McDonnell, of the Randolph police, discovered the break, when he saw the boys, one age six and the other seven, go scooting across the lots toward the woods. He investigated and discovered the ruler shattered in as many pieces as possible and the splinters strewn over the floor. He went out, caught the lads, and led them home to their parents. Undoubtedly the family woodshed furnished several fairly good replicas of the little black ruler.

Ducking Stool Passes Away

President Charles L. Beach of Connecticut Agricultural College has banned ducking as a form of hazing. Certain mild forms of punishment and initiation stunts were allowed under the supervision of the student government, among these being the ducking stool, said to be the last one in New England. Spring and fall, freshmen who had deliberately violated the rules set in their "Bibles" were rounded up by the sophomores, and in the presence of the college body tied to a ducking stool and immersed in the duck pond near the campus. This form of chastisement was regarded as salubrious for college discipline and was most frequently invoked for shirking freshman "labor." The ducking stool ban marks the shelving of one of the oldest forms of punishment for petty offences in New England.

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TREND OF THE TIMES

FRENCH FRANC is to be stabilized early in July, according to information from well-informed sources close to Premier Raymond Poincare. No change in value of the franc is anticipated, but to prevent speculation a certain procedure will be followed. The members of the new Parliament will receive notice of a night's sitting after the Bourse has closed. At this midnight meeting the Chamber of Deputies would be asked to ratify the government's decision.

WOMEN who practice dentistry have increased in this country from 807 to 2,300 in twenty-seven years, not counting the 200 now enrolled as students.

AMERICA'S international business reached $18,200,000,000 last year, figures just published by the Commerce Department in the most exact compilation ever undertaken, reveal. Details show that economic and financial forces are sweeping aside any effort to maintain a policy of isolation for the United States. The nation is breaking all records in making new financial commitments abroad.

EVERY DOLLAR expended on making a movie film of importance, thirty cents go to the actors, nineteen cents to general expense and overhead, thirteen are divided among directors, authors and cameramen, five are spent on raw film and four on locations and costumes.

MARRIAGE and divorce statistics for 1926, just compiled by the Census Bureau, show a further increase in the mounting divorce rate for the country as a whole. In 1926 the rate was 1.54 divorces for every 1,800 population, or fifteen divorces for every 100 marriages performed. Though both marriages and divorces reached new high levels in 1926, the divorce rate increased, while the marriage rate continued to decline.

DOLLAR'S buying power is at the present time higher than it has been for nearly five years. It is now worth 62.1 cents in comparison with its purchasing power in July, 1914. It was lowest in July, 1920, when it stood at 48.9 cents according to a report made by the Industrial Conference Board. Net decline in the cost of living since July, 1920, is 21.2 per cent.

AMERICAN INVESTORS have increased more than 3,000 per cent. in the last fifteen years, although the gain in population in approximately the same period was only twenty-seven per cent. As compared with the 15,000,000 persons in the United States who purchased securities in 1927, there were only 500,000 purchasers of stocks and bonds fifteen years ago. This is held as one possible explanation of 4,000,000-share days and the present level of prices on the New York stock exchange.

DIATOMACEOUS earth from Nevada is finding its way to Cape Town, South Africa, where it is reground and used for polishing diamonds. The plant, however, depends largely on the American market. Its fine mesh material is used principally in the manufacture of cosmetics or for fine concrete products. The coarser product is used largely as linings for furnaces.

NORTH AMERICA is divided into five parts—Eskimo, Canada, the United States, Mexico, and Central America. There is a gradual increase in stature from the Eskimos through Canada to the United States, and a sudden decrease through Mexico to Central America. The summit of stature is reached among the Winnipeg Indians of Canada, 180.2 centimetres, and low stature has its extreme among Central American Indians, 157.5 centimetres.

AN AVERAGE INDIVIDUAL is more free from illness in the age period of fifteen to twenty-four years. Thereafter, declares the United States Public Health Service, sickness becomes more frequent as age advances, more severe and more frequently fatal. It is not the periodic illnesses that are reflected in higher death rate, but the insidious weakening of the system by what are described as general diseases which are often not attended with any specific or acute illness at all.

RUSSIAN agricultural production is now nearly back to the level which obtained in the same territory immediately preceding the war, and in some crops, such as corn, potatoes and oil seeds, have exceeded this level and exceeded production in the former Russian Empire, according to a special report on Russian agriculture issued by the Foreign Service Bureau of the United States Department of Agriculture.

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The BOOK TABLE

HEALTH AND HAPPINESS SERIES:
HEALTH HABITS. 265 pages.
THE WAY TO KEEP WELL. 205 pages. By S. Weir Newmayer, M. D., supervisor of Medical Inspection, Philadelphia, and Edwin C. Broome, Ph. D., LL.D., superintendent of Philadelphia. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company,

Health and Happiness are inseparable comrades. Health inspires happiness as naturally as June air makes roses bloom and October chills ripen apples. Happiness promotes health as surely as fertilizer increases the cotton crop, and "Health Habits" make for "Health and Happiness" because of the fascinating way Dr. Newmayer and Dr. Broome have arranged the information and given an irresistible flavor in illustration and inspiration.

There is nothing preachy about them, no moralization. There is no psychologizing, just a natural free and easy companionable, captivating presentation of facts which create a "health and happiness" atmosphere in the school which overflows to the home and community.

Superintendent Broome has always been a creator of conditions which make it as natural for children to enjoy school as for boys to play marbles and girls to jump rope in the spring. No one has to tell boys and girls when it is time to play marbles or jump rope, and Philadelphia children are not nagged to school in September, and these books have the friendliness of Dr. Broome.

The health work in school is a great financial asset, a great tax reducer. Health of children adds immensely to the value of their work in school and prevents repetition of school work, which is the worst waste of tax money in America.

THE PASSING OF THE RECITATION. By V. T. Thayer, Ohio State University. Cloth. 331 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

This is one of the great books of the present day, which is saying much, for there are better professional books coming from the press than we have been accustomed to see. No one has made a better study of educational transformations or written a more attractive professional book than this. We have personally spent hours in the enjoyment of this reliable, true to life, eminently sane study of American education, which we have known for more than fifty years. There is no professional book of the day that is more indispensable in every teacher's library than this.

THE BEGINNING TEACHER. By John C. Almack, Ph.D., Leland Stanford Junior University, and Albert R. Lang, Ph. D., State Teachers' College, Fresno, California. Cloth. 478 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

This is the most elaborate advice to young teachers in training and in service that we have seen. It does what David P. Page did in his famous "Theory and Practice," what Emerson E. White did in his "School Management," and what twenty different "specialists" are trying to do now. It magnifies the teachers' personality, her relation to the community and the school officials as well as to the children and their notional parents.

It is intensely practical in personal and professional advice, in emphasizing the teacher's relation to children in school and out, on the playground and on the highway, the teacher's relation to parents, to the neighborhood, to friends of the school and its critics, to the churches, clubs and other organizations, to everybody worth while and not worth while. We find nothing here that should not be here and nothing that should be here that is not here. There is nothing out of date, and nothing that is not up-to-date. It is a very remarkable book, to be commended to beginning teachers and to young people who want to begin teaching. It tells them how to get a position, how to keep the position and how to get a better position.

THE CHILD'S BOOK OF AMERICAN BIOGRAPHY. By Mary Stoyell Stimpson. Illustrated by Frank T. Merrill. Cloth. 256 pages. Boston: Little, Brown and Company.

This is in the fullest sense what it claims to be, a "Child's Book of American Biography." There are thirty biographies, many of which are new in school use. Of course there are the standard characters like Washington, Lincoln, U. S. Grant, Daniel Webster, William Penn, Benjamin Franklin, Samuel F. B. Morse, Longfellow and Emerson.

But there are biographies of men and women less common in whom children of today are more interested, like Clara Barton, Louisa M. Alcott, Louis Agassiz, Jane Addams, Luther Burbank, Thomas A. Edison, James M. Whistler and "Mark Twain."

There have been no other biographies of these people written in the same familiar way for children as in "The Child's Book of American Biography."

PRINCIPLES AND PROBLEMS IN VOCATIONAL GUIDANCE. A Book of Readings Edited by Frederick J. Allen, with a Preface by John M. Brewer. Cloth. 390 pages. 370 Seventh avenue, New York: McGraw-Hill Book Company.

"Vocational Guidance," a term first used by Frank Parsons in 1908, is the latest ripening of an educational function first emphasized by Colonel Francis W. Parker in Quincy, Mass., in 1872. He brought manual training and the term "Learn to do by doing" from Germany.

"Vocational Guidance" is not only the latest ripening of an idea that has come through "Manual Training" from Germany, "Sloyd" from Sweden, "Arts and Crafts" from England and "Industrial Education," an American creation, but it seems to be the last ripe fruit of this creation because it is the marketing of the four vital features of learning while earning.

For the first time the history, the development, the principles, the practices, the solution of the industrial problems of youth and of character trends in the increased complexity of life have been presented by forty-four of the ablest men and women who have helped in the creation of "Vocational Guidance."

So far as we know no other highly important creations in the public schools, in industrial and commercial employments, in college and university activity, and in various educational efforts to use the schools in character development through regular school influence have been treated scientifically and sympathetically as in "Principles and Problems in Vocational Guidance."

This book is indispensable to one who would know educational history in the United States in the last half century, and who would desire to understand the significance of educational progress of the last ten years.

THE PATHWAY TO READING. Seventh Reader and Eighth Reader. By Bessie Blackston Coleman, Willis L. Uhl, University of Wisconsin; James Fleming Hosic, Teachers College, Columbia University. Decorative Headings by Shirley Kite. Cloth. Each 430 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

We have magnified the distinct personality of "The Pathway to Reading" in our notices of the earlier books of the series, but those characteristics are notably heightened in these two higher books. Professor Hosic, whose masterful genius is in evidence in every prominent creative feature of these books, has demonstrated in many ways his professional leadership in catering to the distinctive needs of pupils and students of the changing ages of the school grades, and in "The Pathway to Reading" he has reached a higher level of attainment in the Seventh Reader and the Eighth Reader than in any of his previous work. He has learned how to let the student do his own creative thinking, and this is the latest word in modern education.

The selections are those in which any student of these school years will be glad to think for himself, and he is exposed to every conceivable temptation to think for himself.

Traditional "Notes" in school books have been so phrased that the student had to answer the question just as the author wanted it phrased or there was no credit for answering, but the Coleman-Uhl-Hosic Notes hold no warning rod over the student saying in effect: "Say what I want you to say as I want you to say it or you'll pay the penalty for failure."

It is really wonderful that there can be a vast array of suggestive Notes that inspire the child to think freely what it is natural for him to want to think in the right way.

MATERIALS AND METHODS IN THE MIDDLE GRADES. By Joseph Lindsey Henderson, University of Texas. Cloth. 375 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

At last there seems to have been discovered for book making one who realizes that the fourth, fifth and sixth school years have as distinct a mission in the creation of a child's personality as the first three and third three years of school life.

We have not dared to say it publicly, but we have subconsciously had a lot of sympathy with the opponents of junior high schools. We have heard champions say that the junior high school was needed to give the seventh and eighth grades better teachers, implying that it was all right to let the fourth, fifth and sixth grades have teachers who were not good enough for the seventh and eighth grades.

We have felt like "jumping over the traces" when we have heard the primary grade teacher glorified because it is so important that children start right, implying, and more than implying, in conversation, that they could be left to themselves after they were started.

Everybody who has eyes and ears and sees and hears knows that the three years in a child's school life when there is no natural appeal to be good for something are in the middle three grades. In the primary grades it is easy to have a child "good," for there is no temptation for him to be good for nothing, but when he is turned loose among all sorts of boys and girls, before school and after school, there are infinite temptations to be good for nothing. There is no genuine response to appeals to be good for something. These are the best years for the best teaching and need most skilful leaders, and Professor Henderson knows it.

Books Received

"The Child's Day." By Woods Hutchinson.—"The Pioneer Twins." By Lucy Fitch Perkins.—"Friends in Strange Garments." By Anna Milo Upjohn. Boston, Mass.: Houghton Mifflin Company.

"Elementary Science by Grades" (Book Two). By Ellis C. Persing, Elizabeth K. Peeples. New York: D. Appleton and Company.

"Narrationes Biblicae." By Abram Lipsky and Harry E. Wedeck. New York: Silver, Burdett and Company.

"Adventures de la Famille Gautier." By Joseph E. Spink, Violet Millis.—"Laboratory English." By Jennette Lee and Gertrude Brewster. Boston, Mass.: Ginn and Company.

"Character Education in the Junior High School." By Elvin H. Fishback.—"Key Experiments in General Science." By Kenneth M. Humphrey. Boston, Mass.: D. C. Heath and Company.

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"O Tommie, how did you ever get such a black eye?"

"Because I did not choose to run, mother."—Life.

Higher Court

Famous Judge—"Wasn't that young Smith who left the house as I came in?"

Joan—"Yes, Daddy."

Judge—"Didn't I issue an injunction against him seeing you any more?"

Joan—"Yes, Daddy, but he appealed to a higher court—and Mother said 'Yes.'"

She Knew

Mistress—"Susan, I've mislaid the key to the bureau. I wish you'd fetch me that box of old keys. I daresay I can find one that will open it."

Maid—"It's no use, ma'am. There ain't a key in the 'ouse as'll fit it."—Pathfinder.

Bargain Day

Elopers—"Five dollars for a marriage ceremony! We haven't that much, Judge."

Modern Justice of the Peace—"Well, I can give you a trial marriage for two dollars."

Notty! Notty!

The Girl—"I found that book you lent me frightfully dull, Professor. I thought you said there was a naughty problem in it."

The Professor—"My dear young lady! I said 'a knotty problem'!"

Strange Lameness

An absent-minded professor was one day observed walking down the street with one foot in the gutter, the other on the pavement. A pupil, meeting him, saluted him with:—

"Good evening, professor. How are you?"

"I was very well, I thought," answered the professor; "but now I don't know what's the matter. For the last ten minutes I've been limping."

"Not Wunst"

Teacher—"Earl, did you whisper today?"

Earl—"Yes, wunst."

Teacher— "Clarence, should Earl have said wunst?"

Clarence—"No, he should have said twicet."

Education Up to Date

Old Gentleman—"Jimmie, do the little boys and girls still take a red apple to their teacher to make her happy?"

Jimmie—"No, we make her happy by bringing a certificate from the doctor that we've had our adenoids and tonsils removed and have been inoculated for diphtheria, scarletina and influenza, and that we've had our teeth repaired and our eyes examined. Then if we want to make her feel real good we all get up and recite the calorie catechism."

Inadvertency

The woman teacher in a New York school was interested in the announcement by a little girl pupil that she had a new baby brother.

"And what is the baby's name?" the teacher asked.

"Aaron," was the answer.

A few days later the teacher inquired concerning Aaron, but the little girl regarded her in perplexity.

"Aaron?" she repeated.

"Your baby brother," the teacher prompted.

"Oh, Aaron!" she exclaimed. "That was a mistake. It's Moses. He's very well, ma'm, thank you. Pa an' ma, they found we had an Aaron."

The Last Straw

Jamie went to visit his little friend who lived in the country. Their sport was rather rough and Jamie suffered sundry knocks and bumps from falling off a pony, climbing a small tree and doing other things to which he was not accustomed. He returned home looking a rather sorry plight with his torn clothes and dirty face. When mother suggested that he should wash his face and hands at once, he begged:—

"Oh, *please* don't make me wash! Don't you think I've had enough bad luck for one day?"

Safety Education

By Florence Nelson

Safety education, a live and thoroughly accredited subject in the modern school, has had results which may be regarded as little short of startling. In cities where it has been thoroughly incorporated into the course of study, a very definite and immediate reduction in child mortality has been obtained. In Worcester, Massachusetts, accidental deaths to children from all causes dropped from thirty-nine in 1922 to twenty-three in 1923 when a demonstration centre for safety teaching was established at the Abbott Street School. In 1926 the total number of child fatalities was nineteen. In Louisville, where a well-organized program is carried on under the director of health and safety, motor fatalities to children of school age were reduced from twenty-three in 1923 to eight in 1926.

The city of Detroit during the school year 1918-1919 had ninety-six accidental deaths to children. Realizing the importance of education in accident prevention, Superintendent Cody put Miss Harriet Beard in charge of organizing instruction in the schools. In the first five years following her appointment the accident death rate of Detroit school children dropped forty-seven per cent., in spite of an enormous increase in the volume of automobile traffic.

Such results as these leave no doubt as to the value of safety teaching, and point to the fact that a fifty per cent. reduction in child fatalities is possible in any city that will undertake the work in a systematic way. Since there are 20,000 accidental deaths to children each year, this represents a saving of 10,000 lives.

A second surprising outcome of safety instruction has been a vitalizing of the curriculum and the giving of new interest to old subjects. Fundamentally, safety education is teaching children to avoid accidents to themselves and leading them to help in the prevention of accidents to others. But there is a broader meaning. Safety in the generalized sense means something more than accident prevention; it means conservation of all that goes to make life worth while—wealth, opportunity and the material resources upon which life itself depends. Safety is the opposite of waste.

Viewed in this way, the possibilities for motivating safety instruction are unlimited. In one of the schools of Springfield, Massachusetts, a study of the United States Coast Guard provided a most interesting correlation with practically every other subject in the course of study. The children appealed to Washington for facts regarding this romantic branch of gov-

(Continued on Page 784.)

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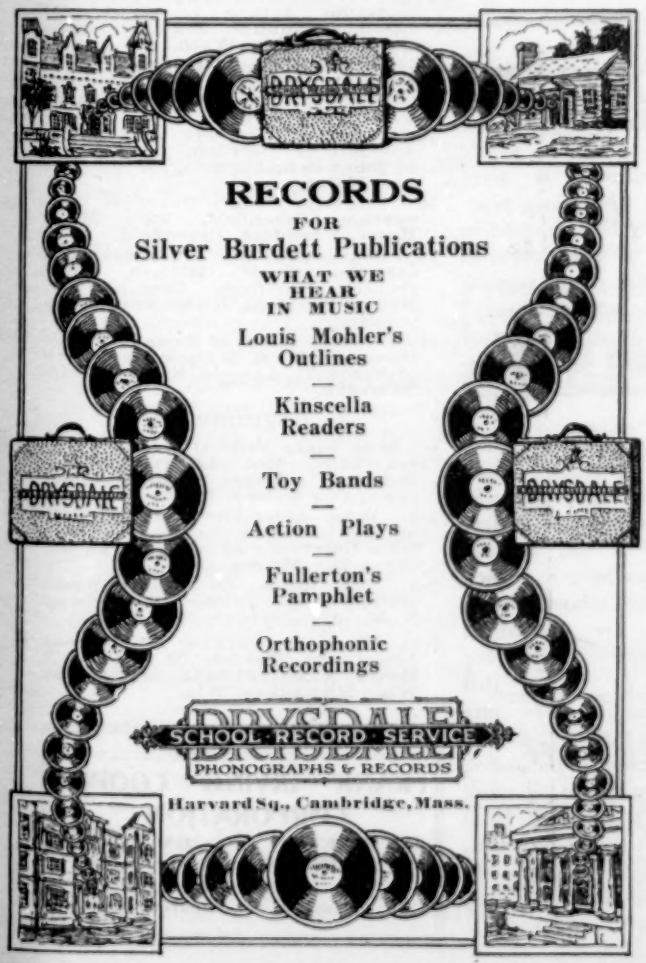

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Safety Education

(Continued from Page 782.)

ernment service. They wrote to lighthouse keepers; they consulted books, newspapers, magazines and various other sources of information. A complete model of a Coast Guard station was constructed, as well as lighthouses, lightships, buoys, and other devices for the protection of life at sea. So expert was the workmanship on these models that a member of a museum staff, on viewing them, said: "I can scarcely believe that they are the work of children."

In the social studies, through history and geography, the safety movement may be traced in a study of man's economic and scientific development; in civics, through the functioning of local, state and federal agencies. In arithmetic, problems vital to every child and adult are before us when we study the loss of life and property in accidents. The drama is a splendid medium for safety teaching. So great has become the demand for short safety plays and pageants that the Education Division of the National Safety Council is devoting a large amount of effort to discovering and publishing such material. Original dramatizations growing out of work in the classroom are also an effective means of emphasizing safety lessons.

The school safety organization, usually in the form of the junior safety council, is one of the most popular and effective methods of carrying safety instruction into the schools. It gives the children a chance to put into practice the principles they have learned in the classroom. It is of great value in training them to realize their responsibility for the safety and welfare of others, and it is this altruistic aspect of the movement which makes the strongest appeal to the adolescent boy and girl.

Many large cities, as Cleveland, Toledo, Kansas City, Worcester, Memphis, Erie, Grand Rapids, Louisville, have a thoroughly organized safety council in each school, and a large number of other cities have a council or patrol in some of the schools. Often the safety activities are carried on through a club already in existence such as a civic club or Junior Red Cross chapter. In almost every city the most important activity of the school safety organization is the patrol, which guards the crossings at all times when pupils are going to and from school. In several cities the organization of a safety patrol has entirely eliminated street accidents to children in school areas.

Meetings To Be Held

JUNE.

25: American Federation of Teachers, Florence Curtis Hanson, 327 S. La Salle Street, Chicago, Ill.; Chicago, Ill.

25-27: Ohio State Teachers Association, F. E. Reynolds, 428 Chamber of Commerce Building, Columbus, Ohio; Cedar Point, Ohio.

JULY.

1-6: National Education Association, Minneapolis, Minn.

1-6: National League of Teachers Associations, Annie Kate Taylor, 914 Martinique, Dallas, Texas; Minneapolis, Minn.

1-7: National Association of Visiting Teachers, Lois Meredith, 8 West 40th Street, New York City; Minneapolis, Minn.

24-27: National Association of Teachers of Colored Schools, Clinton J. Calloway, Tuskegee Institute, Macon, Ala.; Charleston, West Virginia.

SEPTEMBER.

6: Massachusetts State Normal Teachers Association, M. Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

OCTOBER.

1-5: Playground Recreation Association of America, H. S. Braucher, 315 4th Avenue, New York City, N. Y.; Atlantic City, N. J.

15: Montana State Council of English Teachers, Margaret Ronan, Missoula; Missoula, Montana.

18-20: Utah Educational Association, D. W. Parratt, 316 Vermont Building, Salt Lake City; Salt Lake City, Utah.

22-25: National League of Compulsory Education Officials, A. N. Hennigar, Board of Education, Detroit, Mich.; Joliet, Ill.

19-20: New Hampshire State Teachers Association, Florence J. Hewitt, Portsmouth, N. H.; Portsmouth, New Hampshire.

24-26: Washington Educational Association, Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Seattle, Wash.

25-27: Rhode Island Institute of Instruction, Clarence W. Bosworth, Cranston High School, Auburn, R. I.; Providence, R. I.

25-26: Maine Teachers Association, Adelbert W. Gordon, Department of Education, Augusta, Maine; Bangor, Maine.

26: Franklin County Teachers Convention, Greenfield, Mass., M. C. Moore, President, Greenfield.

26: Connecticut State Teachers Association, S. P. Willard, State Capitol, Hartford, Conn.; New Haven, Hartford, Bridgewater, New London.

26-27: Association of Summer School Directors, W. E. Scalock, University of Nebraska, Lincoln, Neb.; Lincoln, Nebraska.

NOVEMBER.

1: Iowa State Federation of Teachers Clubs, Mrs. Lillian S. MacDowell, 719 Times Street, Keokuk, Iowa; Des Moines, Iowa.

2-3: Iowa Association of Teachers of English, Mrs. Nellie S. Aurner, State University of Iowa, Iowa City, Iowa; Des Moines, Iowa.

2-4: New Mexico Educational Association, John Milne, Albuquerque, N. M.; Albuquerque, New Mexico.

4-5: Wisconsin Physical Educational Association, Theresa M. Statz, 211 Henry Clay Street, Milwaukee, Wis.; Milwaukee, Wis.

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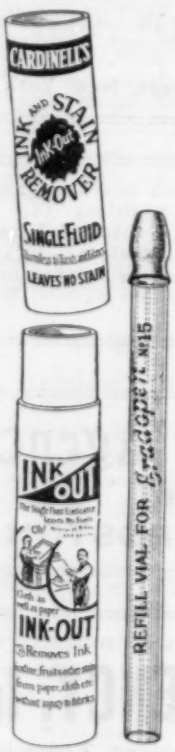

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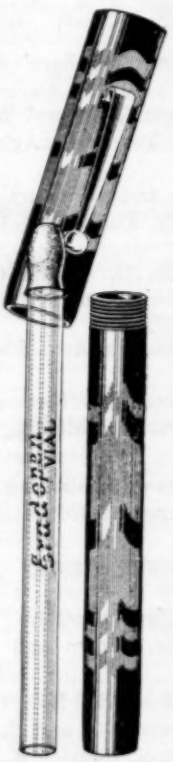

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